DOCUMENT RESUME

ED 054 732 24 HE 002 531

AUTHOR	Fenstemacher, William Proctor
TITLE	A Study of the Relationship of Instrumental and Intellectual Orientations to the Educational Experiences of Black Students at the University of Michigan. Final Report.
INSTITUTION	Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-9-E-072
PUB DATE	Apr 71
GRANT	OEG-5-9-325072-0047(010)
NOTE	435p.
EDRS PRICE	MF-$0.65 HC-$16.45
DESCRIPTORS	*College Environment; *Educational Experience; Higher Education; Interpersonal Relationship; *Negro Students; Peer Relationship; *Race Relations; *Student Attitudes

ABSTRACT

This study explored the relationship between the background and ideological characteristics of undergraduates and their experiences at the University of Michigan, focusing on black students from low socioeconomic backgrounds. It was particularly concerned with distinguishing between students who have a predominantly vocational, instrumental approach to college and those who approach college with theoretical, intellectual goals. Of special interest was the discovery whether black students chose black or white friends and referent figures--people in the University community most admired and emulated by the student. Of a total sample of 328 students 277 responded to 3 questionnaires. Interviews were also held with 80 of the low socioeconomic respondents. Among major findings were: differences in responses of black and white students concerning educational experiences were insufficient to warrant controlling analyses on the basis of race; while white students believed that their college experience had increased their acceptance of blacks, blacks cited increased feelings of antagonism and desire for separatism; the most significant problems experienced by instrumentally oriented black students were academic pressure and the resulting self-analysis, and feelings the system was against them. Problems of intellectually oriented students involved interpersonal relationships; a distinction was made between friends and referent figures. (JS)

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FINAL REPORT
Project No. 9-E-072

A Study of the Relationship of Instrumental and Intellectual Orientations to the Educational Experiences of Black Students at the University of Michigan

WILLIAM PROCTOR FENSTEMACHER

April 1971

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Institute for Social Research
The University of Michigan
Ann Arbor, Michigan
Grant No. OEG-5-9-325072-0047 (010)

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ED054732

Final Report

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A STUDY OF THE RELATIONSHIP OF INSTRUMENTAL AND INTELLECTUAL ORIENTATIONS TO THE EDUCATIONAL EXPERIENCES OF BLACK STUDENTS AT THE UNIVERSITY OF MICHIGAN

(AN ASSESSMENT OF THE EFFECTS OF REFERENCE GROUPS UPON THE EDUCATIONAL AND VOCATIONAL ASPIRATIONS OF STUDENTS AT THE UNIVERSITY OF MICHIGAN)

William Proctor Fenstemacher

The University of Michigan
Ann Arbor, Michigan

1971

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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ABSTRACT

A STUDY OF THE RELATIONSHIP OF INSTRUMENTAL AND INTELLECTUAL ORIENTATIONS TO THE EDUCATIONAL EXPERIENCES OF BLACK STUDENTS AT THE UNIVERSITY OF MICHIGAN

by

William Proctor Fenstemacher

Chairman: Gerald Gurin

The purpose of this research was to explore the relationship between background and ideological characteristics of students and their experiences with the university. While both black and white undergraduates in the University of Michigan's College of Literature, Science, and the Arts are included in the study, the major focus is on the black student of lower socio-economic background who comes to the University with very different orientations to the learning experience than most of the other students. The study focuses on issues relevant to this group rather than on black-white comparisons.

A major objective was a set of analyses within the black group which related the background and ideological characteristics of these students as independent variables to experiences within the University as dependent variables. Within the independent variables, we were particularly concerned with the distinction between students who take a predominantly vocational, instrumental approach to college and those who approach college with theoretical, intellectual goals. Within the dependent variables we were particularly interested in the selection of friends and referent figures, specifically whether the black students chose black or white friends and referent figures. Referent

figures were defined as the people in the University community (students, faculty or administrative staff) most admired and emulated by the student.

This study involves four groups of students: two from lower socio-economic backgrounds (119 black and 40 white); two randomly selected (54 black and 64 white). From a total sample of 328 students, 277 responded for an 84 percent return. Four instruments were utilized in data collection: The Questionnaire on Student Experiences; The Social Reaction Inventory; The Omnibus Personality Inventory; and an interview with 80 of the lower socio-economic respondents (50 blacks and 30 whites, randomly selected from the totals in the two groups). The primary techniques of data analysis involved simple tests of association, multiple correlation and one-way analysis of variance.

Among the major findings were the following. The differences in the responses of black and white students toward their educational experiences (the importance of faculty and course-related experiences) were not of sufficient magnitude to warrant controlling analysis on the respondent's race. A socio-economic variable such as disadvantaged/non-disadvantaged resulted in more significant differences than race.

Underlying attitudes toward their educational experience is the predominant feeling among black students of a superficial acceptance by whites. Whereas white students feel that their college experience has increased their acceptance of blacks, black students feel their experience has increased their feelings of antagonism and desire for separatism rather than integration.

The most significant problems experienced by black students were the following: academic pressure and resulting self-questioning; perceiving the system to be against them; a feeling of being lost and overwhelmed in the University; and experiencing difficulty in joining groups. Each of these problems was particularly felt by students higher in instrumental rather than intellectual orientation.

The problems which the intellectually oriented students experience involve interpersonal relationships rather than a questioning of academic competency. The problem of feeling forced to choose between white and black friends is significantly related to intellectual, but not to instrumental orientations. This is consistent with the tendency among intellectually oriented students to select white friends with greater frequency than instrumentally oriented students, and consequently, to experience a conflict in choosing between black and white friends.

The majority of all students, intellectually as well as instrumentally oriented, tended to select black students as referent figures. However, among the intellectually oriented, there were also a large minority who chose white faculty as their referent figure. This underscores the need for more black faculty, particularly for the instrumentally oriented students.

While intellectual orientations were related to the greater choice of both white friends and white referent figures, other findings from the study indicated a distinction between friends and referent figures. For example, students higher in racial identification and militancy more often chose black referent figures but not necessarily black friends. Racial ideology seems more relevant in the choice of a referent figure than a friend. Friendship choices were more relevant to personal needs and issues of emotional support.

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ACKNOWLEDGMENTS

This study was jointly financed by an Office of Education, Department of Health, Education, and Welfare, dissertation grant, number OEG-5-9-325072-0047 (010), and the University of Michigan. Drs. Barbara W. Newell and William L. Cash, Jr., were most helpful in providing additional support. A grant from the Horace H. Rackham School of Graduate Studies was also awarded.

I appreciate the assistance of Rhoda and Ruffer Johnson, William Cobb, and Charles Betsey in performing the student interviews. Mr. Greg Eurich, Miss Josephine Abdella, Miss Margaret Robison, Mrs. Karen Harris, and the staff of the Institute for Social Research have contributed their time and skills.

While his sabbatical leave precludes his formal membership on the dissertation committee, Dr. Donald R. Brown has been a very helpful member of my committee. I also have appreciated the advice of Drs. James L. Miller, Jr. and John M. T. Chavis. My association with Dr. Theodore M. Newcomb and Dr. Gerald Gurin has probably served as the most meaningful experience in the research. The exchange of ideas, their provocative questions and continuous encouragement were most appreciated. I am deeply indebted to Dr. Gurin for his theoretical criticism and personal encouragement from the inception of the research to the final copy. I feel we have maximized the learning potential in the chairman-colleague relationship and I have benefitted immeasurably.

Two final acknowledgments. One to my undergraduate experience at Oberlin College (Ohio) which stimulated my thinking about the impact of colleges upon students. The second, and most important,

is my deep appreciation of my wife, Nancy, for the additional duties undertaken during these years of doctoral study.

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CHAPTER I

Introduction

A. Purpose of Study

The purpose of this, or any research, is to contribute in some small way to the present state of knowledge about the object of the research. I have relied upon the work of numerous scholars and applied their knowledge in formulating this research proposal.

This study of undergraduates in the University of Michigan's College of Literature, Science, and the Arts has the following objectives: (1) to analyze a sample of the economically deprived students to determine their attitudes toward their educational experience; (2) to determine their reference group identifications; and (3) to ascertain the relationship, if any relationship exists, between reference group orientations and academic aspirations. While both black and white undergraduates are included in the study, the major focus is on the black student from the ghetto who comes to the University with very different backgrounds and orientations to the learning experience than the majority group. The study does not make direct black-white comparisons but does use racial differences for illustrative purposes within the larger group. For example, the black intellectual's response to the creative and intellectual challenge found in the course work is different than the response of the white intellectual. This comparison is helpful in understanding how the black intellectual operates in ways that may be different from the white intellectual.

Since approximately 1965, the combined efforts of the federal government and institutions of higher education, through financial assistance and recruitment respectively, have increased the enrollment of economically deprived students, many of whom are black. The recruitment efforts and increased enrollment have been particularly evident among colleges and universities with selective admissions policies in the northern United States. This study attempts to increase the knowledge of the problems and evaluate the experiences of the (so called) economically deprived students at the University of Michigan, a large public university with relatively high academic standards. I believe the results and recommendations of this study will be applicable to other institutions regardless of size or source of financial support, which are increasing the enrollment of economically deprived and/or minority students.

Focusing on the black, economically deprived student, this study explores the relationship between the student's orientation toward his educational experience and the following factors: the problems encountered and the types of experiences in the University which are particularly meaningful; the characteristics of the membership and reference groups selected; and the attitudes toward race relations, black identity, and militancy. I am hopeful that this research will contribute to the existing knowledge of referent figures in terms of the reason for and relationship between the respondent and the referent figure.

The contribution of this research lies in three areas: (1) a study of the educational experiences of black undergraduates at a northern predominately white university; (2) the utilization of student orientations to the educational experiences as the central focus of the study; and (3) the exploration of the nature of the respondent-referent figure relationship. In exploring the importance of the referent-figure relationship to the respondent, the racial identity of the referent figure and the nature of the referent figure relationship are compared with the respondent-friend relationship. No other study of which I am aware has incorporated all of these three factors. During these years of social change and concern for raising the educational and socio-economic levels of the economically deprived, such research is particularly timely in determining how these students view their educational experience and in recommending alterations in the academic program to more adequately provide meaningful educational experiences.

Several terms are used throughout this dissertation as shorthand for referring to groups and variables. The most common terms are "economically deprived" and "opportunity award student." "Economically deprived" and "culturally disadvantaged" are examples of overused terminology which broadly characterizes the environment in which a large proportion of Americans live. Using white, middle class criteria, "culturally disadvantaged" and "economically deprived" refer to cultural and economic factors frequently present in poverty situations. The terms are misleading and inappropriate for a discussion of an incredibly complex and inter-related series of issues which extend far beyond the scope of this study.

In 1962, the University of Michigan initiated the Opportunity Award Program to provide admission, financial and educational assistance to low income and/or minority group students who "appear to be capable of academic success at the University."[1] Two general criteria utilized by the University to select students for the Opportunity Award were a high level of financial need and an element of academic risk in enrolling at Michigan. These students received scholarships from a special fund and were honored as "Opportunity Award Scholars." Students with a high level of financial need but without academic risk received other sources of financial assistance. The Opportunity Award designation allows these students to be identified as a subgroup of financial aid recipients. This study focuses on the attitudes and educational experiences of the Opportunity Award students.

Membership group, or peer group, is a group of individuals with whom one interacts on the basis of some common attraction, which is often a friendship orientation. A given individual will frequently be a member of several groups simultaneously, with each group holding a slightly different attraction for the individual.

The term, subculture, refers to a relatively homogeneous group of students exhibiting certain characteristics (usually ethnic, regional, economic, or social) and patterns of behavior sufficient to distinguish it from other groups within the larger, more heterogeneous student body. This definition implies that these persons interact with one another to a greater extent than with students of different orientations, and are aware of their common orientation which is shared, to varying degrees, by interacting members of the group.

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[1] "Opportunity Award Bulletin," Summer, 1969. (Special Projects Office, University of Michigan, Ann Arbor, Michigan.)

Reference set is a concept identifying those persons to whom an individual refers his behavior to check on its appropriateness and its value. [2] The range of these "significant others" provides a broader basis for individual thoughts and actions which serve to free the individual from immediate pressures of the local social system and provide a broader basis for his actions.

Reference figures are individuals or groups in whose regard another person makes decisions and forms attitudes. An individual or group becomes a reference figure for an individual with respect to a certain object or orientation when the individual and his attitude toward the object are part of the same system (or reference set) as the individual's attitude toward the object. It is possible for reference figures to be included in the subject's membership group.

The socialization process refers to the experiences, rewards, etc., which individuals encounter within an institution which serve to direct them toward a set of values, behaviors, and skills which make them more or less able members of their subculture. [3] The set of values, behaviors, and skills which are rewarded and punished will vary in congruency with the institution's purpose.

---

[2] Orville G. Brim, Jr., "Socialization through the Life Cycle," in Socialization After Childhood: Two Essays, ed. by Orville G. Brim, Jr., and Stanton Wheeler (New York: Wiley, 1966), p. 16.

[3] Ibid., p. 3.

B. Review of the Literature

The state of knowledge in the areas of attitudes, attitude change, subcultural and reference group identification is comprehensive and well documented. For the purpose of this review, I have chosen specific sources which have been particularly important in developing the conceptual framework of the research.

1. Background Characteristics Related to University Experiences

Much has been written about the entering characteristics of students of lower socio -economic status. In comparison to their higher status counterparts, students of lower socio-economic backgrounds have had a more restricted range of experiences in the home and school, which is related to less cultural sophistication in terms of knowledge of traditional art, music, literature (Matteson[4,5], Peterson[6]; Hartnett and Peterson[7], Baird[8]) and are more likely to be oriented to college in terms of vocational and professional training and less likely to be oriented in terms of intellectual growth. (Gottlieb[9]; Gurin and Katz[10];

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[4] R. W. Matteson, "Experience-interest Changes in Students," Journal of Counseling Psychology, II (1955).

[5] R. W. Matteson, "Experience-interest Relationships as Measured by an Activity Check List," Journal of Counseling Psychology, II (1955).

[6] R. E. Peterson, Technical Manual: College Student Questionnaires (Princeton, N. J.: Educational Testing Service, 1965).

[7] R. T. Hartnett and R. E. Peterson, Religious Preference as a Factor in Attitudinal and Background Differences Among College Freshmen (Princeton, N. J.: Educational Testing Service, 1967).

[8] L. L. Baird, Family Income and the Characteristics of College-Bound Students (Iowa City, Iowa: American College Testing, 1967).

[9] D. Gottlieb, "Social Class, Achievement, and the College-Going Experience," School Review, LXX (1962).

[10] Patricia Gurin and Daniel Katz, Motivation and Aspiration in the Negro College (Ann Arbor, Mich.: Institute for Social Research, 1966).

Baird[11,12]).

In Equality of Educational Opportunity, James Coleman pointed out that at all grade levels, and in all regions of the country, average Negro scores on achievement tests are about one standard deviation below white averages.[13] It is evident that students from similar backgrounds will experience certain pressures and problems when they enter an academic setting which is directed to students who have benefitted from the educational and cultural accouterments of a higher socio-economic level.

2. Attitude and Attitude Change Literature

The major focus of this study is the economically deprived black student from the ghetto who comes to the University with a very different background and orientation to the learning experience than the majority group. Two approaches involving attitudes and attitude change which are applicable to the study are (1) the balance theory of attitude change and (2) referent figure theory. Balance theory involves the handling of discrepancy on an interpersonal basis; referent figure theory is applicable to the nature of the relationship between the respondent and the referent figure. The literature on student subcultures as it relates to attitude change and referent figure theory will also be discussed.

---

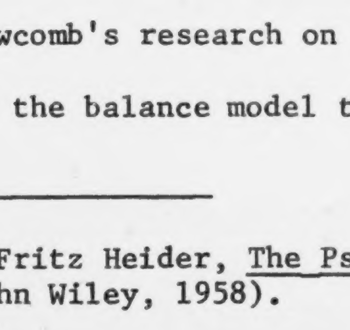
[11] Baird, Family Income and the Characteristics of College-Bound Students.

[12] L. L. Baird, The Educational Goals of College-Bound Youth (Iowa City, Iowa: American College Testing, 1967).

[13] James S. Coleman, et al., Equality of Educational Opportunity (Washington: U.S. Government Printing Office, 1966), p. 21.

a. Balance Theory

The concepts of balance proposed by Heider[14] at the group level and by Newcomb[15] at the interpersonal level have played a major role in conceptualizing attitude change and in relating attitude change to peers and referent figures. Newcomb's "strain toward symmetry" involves the interplay of forces among individuals which results in uniformities or consistencies among them. The theoretical "balance notion" proposed by Newcomb and others involves a person's (P) attitude toward an object (X) and his perception of the significant other's (O) attitude toward the object which creates a balanced or imbalanced model. The "significant other" can be either an individual or a group within one person's (P) cognitive structure. Attitude change and potential learning situations occur in an imbalanced state when a person (P) differs in his feelings about an object or norm (X) with a significant other (O) towards whom P feels positively, as illustrated in the following diagram.[16]



Key

P = the person
O = the significant other
or group
X = the object or norm
$\xrightarrow{+}$ denotes a positive orientation
$\xrightarrow{-}$ denotes a negative orientation

Newcomb's research on attitude change in The Acquaintance Process supports the balance model theory and shows that high attraction toward others is associated with the perception of reciprocation of high attraction toward oneself.[17] Balance inducing forces resulted in the perception of closest agreement with the most attractive others with respect to objects other than the self and dormitory members.[18] Balanced relationships tend to be stable due to the similarity of attitude toward "other objects" and the mutually rewarding nature of the interpersonal relationship. When change in interpersonal attraction occurs, it normally follows the preference for a balanced relationship between the individuals and the "other objects." There is usually a simultaneous and reciprocal adaptation in the direction of reestablishing realistic and balanced relationships for both individuals.[19]

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[14] Fritz Heider, The Psychology of Interpersonal Relations (New York: John Wiley, 1958).

[15] Theodore M. Newcomb, Social Psychology (New York: Dryden, 1950), pp. 225-232.

[16] Theodore M. Newcomb and Richard Flacks, Deviant Subcultures on a College Campus (Ann Arbor, Mich.: University of Michigan, 1964), p. 5.

> During his research, Newcomb found that, over a two year period of time, the general tendency was for perception of the favorability of others' personal characteristics to change, as does attraction, with acquaintance, and, like attraction, the perception of the favorability of others changes, in balancing maintaining ways. Perceived favorability functions as an independent as well as a dependent variable. On earliest acquaintance, attraction is very considerably influenced by perceived favorability, (i.e.: as an independent variable), but during the acquaintance process, it changes in balance maintaining ways, as a dependent variable. As a general tendency, individuals come to see others as possessing favorable characteristics in ways that are influenced less by their initial impressions than by the present impressions of other individuals to whom they are highly attracted.[20]

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[17] Theodore M. Newcomb, The Acquaintance Process (New York: Holt, 1961), p. 220.

[18] Ibid., p. 221.

[19] Theodore M. Newcomb, "The Prediction of Interpersonal Attraction," in Current Perspectives in Social Psychology, ed. by Edwin P. Hollander and Raymond G. Hunt (New York: Oxford University Press, 1963), p. 300.

[20] Ibid., p. 227.

Of importance to the study is identifying the conditions through which balance is achieved, by changes in attitude or by other adjustments such as rejecting the significant other and searching for another reference person. For example, do students with certain orientations tend to reject their orientation and prefer students or referent figures of other orientations? When one receives dissonant information concerning his orientation, he usually adapts in some way in attempting to balance the system. (Kelman[21], Raven[22]).

The balance model provides a means to analyze attitudes and to comprehend the relationship between the student's orientations toward the educational experience and his selection of membership and reference groups which, in turn, reinforce or alter his orientation toward the educational experience. Research on student subcultures and the importance which the subculture plays in the development of student attitudes introduces the reference group literature.

b. Student Subculture Literature Related to Reference Group Theory

The student community may appear to be a heterogenous mass of individuals when it, in fact, is a collection of groups with various degrees of normative influence upon individual members. Students have mutual and reciprocal influence on one another. In the interaction they develop consensual and shared sets of expectations regarding each others' behavior and important aspects of their common environment. These shared expectations, or norms, form the basis of the peer group's power over individual members.

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[21] Herbert C. Kelman, "Compliance, Identification, and Internalization: Three Processes of Attitude Change," in Basic Studies in Social Psychology, ed. by H. Proshansky and B. Seidenberg (New York: Holt, 1965).

[22] Bertram Raven, "Social Influence and Power," in Current Studies in Social Psychology, ed. by I. Steiner and M. Fishbein (New York: Holt, 1965).

"As a normative community, students evaluate one another ac to certain standards of behavior and attitudes, and rewards and p ments are conditioned upon these evaluations."[23] In his study of the Bennington College, Newcomb[24] devised student group typologies on basis of the student's identification of dominant campus norms an viewed subcultures as a means through which the student adapts to these norms. By measuring the student's frame of reference to the college as a whole, Newcomb determined the importance which the college played in the development of student attitudes. In this study, Newcomb's member-ship group was the entire Bennington student body. Other recent studies (Newcomb[25]; Clark and Trow[26]; Rossi[27]; Wallace[28]; Feldman and Newcomb[29]) have identified membership groups as subcultural units within the student body. In a student community characterized by certain attitudes, the individual's attitude development is a function of the way he relates himself both to the total membership group and to one or more reference groups which can hold positive or negative attraction for a student.[30]

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[23] Kenneth Feldman and Theodore M. Newcomb, The Impact of College on Students (San Francisco: Jossey-Bass, 1969), p. 240.

[24] Theodore M. Newcomb, Personality and Social Change: Attitude Formation in a Student Community (New York: Holt, 1943).

[25] Theodore M. Newcomb, "Student Peer-Group Influence," in The American College, ed. by Nevitt Sanford (New York: John Wiley, 1962).

[26] Burton R. Clark and Martin Trow, "The Organizational Context," in College Peer Groups, ed. by Theodore M. Newcomb and Everett K. Wilson (Chicago: Aldine Publishing, 1966).

[27] Peter H. Rossi, "Research Strategies in Measuring Peer Group Influence," in College Peer Groups, ed. by Theodore M. Newcomb and Everett K. Wilson (Chicago: Aldine Publishing, 1966).

[28] W. L. Wallace, Student Culture: Social Structure and Continuity in a Liberal Arts College (Chicago: Aldine Publishing, 1966).

[29] Feldman and Newcomb, Impact of College, pp. 227-248.

The study by Wallace[31] of student subculture concerns the socialization of students and the enculturation process by which freshmen students learn college norms from upperclass students and faculty members. He has identified different qualities and mechanisms in the messages transmitted to freshmen by these two groups. The student culture presents a social, collegiate, generally anti-intellectual posture through the mechanisms of group influence and powerful rewards and punishments of social integration.[32] Faculty influence freshmen toward intellectual endeavor, through personal influence in predominantly one to one social relationships, and by rewards and sanctions through grading. Wallace states, likewise, that a greater attitudinal and behavioral change is anticipated when there is greater difference between the high school society and culture and that of the college society and culture. One can anticipate certain problems among students for whom this change is greatest, such as the students under consideration in this study. Wallace also describes students who resist enculturation by the academic environment as those to whom becoming a college student is not perceived as a step toward a higher and more desirable status than that of a high school graduate or wage earner. The resistant group of students poses the question of how the institution can create opportunities which enhance the probability of change.

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[30] Theodore M. Newcomb, "Research on Student Characteristics: Current Approaches," in *The Student in Higher Education*, ed. by Lawrence E. Dennis and Joseph F. Kauffman (Washington: American Council on Education, 1966), pp. 101-116.

[31] Wallace, *Student Culture*.

[32] *Ibid.*, p. 186.

c) Reference Group Theory and Research

Reference group literature is extensive and involves terminology which varies in degree of specificity. For example, reference group may mean a group with which one compares himself in making a self judgment (Merton and Kitt[33]), or the term may refer to a group which is the source of an individual's values (Kelley[34]) or perspectives (Newcomb[35], Hartley[36], Sherif[37], Shibutani[38]). Dispute over the different meanings of "reference group" centers about the acceptable generality of the concept. Sherif and Shibutani prefer a limited usage of the term, referring to the source of the individual's major perspectives and values as an "identification group." "The identification group is the source of values, since the individual takes the role of a member while adopting the orientation as his own."[39]

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[33] Robert K. Merton and Alice Kitt, "Contributions to The Theory of Reference Group Behavior," in Studies in the Scope and Method of The American Soldier, ed. by R. K. Merton and P. F. Lazarsfeld (Glencoe, Ill.: Free Press, 1950).

[34] Harold Kelley, "Two Functions of Reference Groups," in Basic Studies in Social Psychology, ed. by H. Proshansky and B. Seidenberg (New York: Holt, 1965).

[35] Theodore M. Newcomb, "Social Psychological Theory," in Social Psychology at the Crossroads, ed. by John Rohrer and Muzafer Sherif (New York: Harper Bros., 1951).

[36] Eugene Hartley, "Psychological Problems of Multiple Group Membership," in Social Psychology at the Crossroads, ed. by John Rohrer and Muzafer Sherif (New York: Harper Bros., 1951).

[37] Muzafer Sherif, "The Concept of Reference Groups in Human Relations," in Group Relations at the Crossroads, ed. by M. Sherif and M. O. Wilson (New York: Harper Bros., 1953).

[38] Tamotsu Shibutani, "Reference Groups as Perspectives," American Journal of Sociology, LX (May, 1955).

[39] Ralph H. Turner, "Role Taking, Role Standpoint, and Reference Group Behavior," in Approaches, Contexts, and Problems of Social Psychology, ed. by Edward Sampson (Englewood Cliffs, N. J.: Prentice Hall, 1965), p. 230.

> At the opposite extreme the individual's behavior is affected within limits by groups whose members constitute merely conditions to his action; the person merely takes [illegible] interaction groups.

> In between are those groups which acquire value to the individual as points of reference in terms of values, beliefs, and personal standards. The individual compares himself with certain groups or notes the impression he is making on them or in some way takes account of them. These groups might be called "valuation groups", since their effect upon the individual's behavior is determined by the valuation which his orientations place upon them.[40]

There are few examples in the college environment of the identification group in which specific role taking and simultaneous attitudinal adaption occurs. Interaction groups are much less specifically defined and vary in importance according to the value which the individual attributes to these groups.

Previous studies have utilized a broad, general interpretation of reference groups. The general student body, for example, can be a comparative reference group for individual students. Other studies have depicted the desire to be accepted as the mechanism which leads to the adoption of the values and perspectives of the reference group, as in the following example.

> "A fraternity or sorority to which you hope someday to belong is a reference group for you if your attitudes are in any way influenced by what you take to be its norms."[41]

As a group, fraternities generally have different orientations than non-affiliates and other student groups, but substantial heterogeneity in orientation exists within most large groups. The analysis of reference groups in earlier student studies has concentrated on the relationship of group norms upon group members. I believe this group approach lacks specificity due to the heterogeneity of orientations within the reference group, and the lack of knowledge regarding both the reason motivating the respondent-referent group relationship and the type of relationship between the respondent and the reference group.

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[40] *Ibid.*

[41] Newcomb, *Social Psychology*, p. 226.

This study focuses on those individuals who serve as a referent figure for the respondent and upon whom the respondent has conferred some degree of value and is sensitive to their evaluation of him. Group identification and perceptions of group norms are interesting and someone else may wish to analyze the data for this purpose. I am interested in the nature of the respondent-referent figure relationship, focusing upon the referent figure in terms of what the referent figure represents to the respondent and the nature of the respondent-referent figure relationship. By concentrating upon the individual level, I hope to attain information regarding a) the reason motivating the respondent-referent figure relationship, that is, what aspects of the relationship are particularly meaningful for the respondent; and b) the type of relationship between the respondent and the referent figure. In my own experience, and in discussion with other individuals, particularly faculty members, I am aware of certain "significant others" to whom each attributes a high degree of his personal or professional development. In this study, I have attempted to identify who the referent figures may be (student or faculty, including racial identity), the reason for the relationship, and the type of respondent-referent figure relationship as an attempt to increase the specificity of research concerning the respondent-referent figure relationship. I have found that the reason underlying the relationship is critical to what happens in the relationship, i.e. the effect of the referent figure upon the respondent, as perceived by the respondent. In Chapter 6 we will see there is evidence that the reason underlying the respondent-referent figure relationship may be different than the reason underlying the respondent's relationship with his friends.

CHAPTER II

Methodology and Analytical Techniques

A. The Sample and Data Collection

1. General information

This study involves four groups of students enrolled in the University of Michigan's College of Literature, Science, and the Arts. Two of the groups involve both black and white students who are receiving financial assistance in the form of an "Opportunity Award Scholarship" and are titled "Black Opportunity Award" and "White Opportunity Award." Two of the groups involve black and white students who are not recipients of the Opportunity Award Scholarships but who may receive other forms of financial assistance. These latter groups are a random sampling of the non-Opportunity Award students and are referred to as the "Black (or White) Random Sample."

The University of Michigan's Opportunity Award Program involves admission, financial assistance, and supportive services for primarily minority students. While their high school record and test scores indicate the probability of success at the University, an element of academic risk was present at the time of admission among the students in the Opportunity Award Program. The program has been in operation since the academic year of 1964-1965 so that the year of data gathering for this study, 1968-1969, represents the fifth year of operations. A small group of white students (46) receiving Opportunity Award Scholarships come from social and economic situations similar to the black students. The majority of these forty-six students lived in the same general location and attended the same high schools as the Black Opportunity students. Students included in the white and black random samples were chosen in the following manner. The names of students included in the white random sample were drawn from the student directory. The names of students for the black random sample were selected from a list of black students gathered by members of the Black Student Union during registration in January, 1969. Since these students represent a random sample of white and black students not receiving Opportunity Award assistance, it is possible that some of the students included in the random sample are receiving financial assistance (such as the Economic Opportunity Grants) and come from similar economic and social backgrounds, but for whom no academic risk was present in their admission to the University of Michigan. Since the students were drawn at random, there is no reason to believe that the economic and social backgrounds of the random samples do not accurately represent the undergraduate student body in the College of Literature, Science, and the Arts, (LS&A). When they could be identified, transfer and other students who did not enroll continuously in LS&A from their freshman year to the present were omitted from the study.

The final determination regarding race, Opportunity Award recipient, and sex for purposes of analysis were made from responses to Questionnaire items. Respondents were placed into the four categories as a result of answering specific questions regarding financial assistance, (Q.14a), and race (Q.79, 95-108) which were to be answered by black students only. The race of the respondent was then coded separately and included in the cards punched directly from the Questionnaire.

The lists which I used to draw the sample of Black Opportunity and Black Random Sample students were somewhat imprecise. The list of Opportunity Award recipients, furnished by the Office of Special Projects, was the most complete in the University. Nevertheless, seven more students than were initially selected indicated receiving Opportunity Award assistance. A larger number of respondents than were sampled was also experienced among the black random sample freshmen women, with two more women responding than the number supposedly sampled.

2. How the sample was drawn

Because the method of drawing the sample was quite complicated, the specific details of the selection process and response rates have been placed in Appendix A. Racial identification was based on the student's response to certain questions in the Questionnaire.

The following table summarizes the selection process and the representative nature of the four groups of students. It is important to realize the percentage of the total group which each of the four groups represented since inferences will be made for the entire group of students. The following table provides this information.

TABLE 1

The Representative Nature of the Four Groups of Students in the Study

	Estimated Total Number Available in Each Group	Total N Selected	Actual N Respondents	Percentage Return	Percentage of Estimated N Available
White Random Sample:	???	73	64	88%	----
White Opportunity Students:	46	46	40	87%	87%
Black Opportunity Students:	243*	133	119	89%	49%
Black Random Sample:	84*	76	54	71%	64%
Total:		328	277	84%	

* More specific information regarding the determination of these figures is available in Appendix A.

Four instruments were utilized in data collection: The Questionnaire on Student Experiences; The Social Reaction Inventory, The Omnibus Personality Inventory, and the interview on student experiences. With the questionnaire battery requiring two hours for completion, it was essential that students selected in the sample be convinced of the necessity for such a study and be assured that the results of the study would be related to some desirable end, such as improving the quality of educational experience within the University. Students were assured their responses would remain confidential and were informed they would receive five dollars for their participation in this research.

Letters were mailed to 353 students in the study explaining the purpose of the research,how the sample was drawn, and indicating that an approximately equal number of whites and blacks were being asked to participate in the study. The letter stated that the names of black students were compiled with the approval and assistance of the Black Student Union and the Opportunity Award Program, and was signed by Dr. William L. Cash, Jr., Assistant to the President and Coordinator of the Human Relations Program, Dr. John Chavis,Office of Special Projects, and William Fenstemacher, Study Director. Samples of the initial and follow-up letters are located in Appendix B.

During the first week of data collection, students could complete the questionnaire in a room reserved for this purpose. A return postal card was enclosed in the letter on which the student could indicate the day and time which was most convenient to him. This gave me an indication of the number of people who would be coming on any given day and served as a commitment on the student's part to follow through and complete the questionnaire. One hundred and thirty-one (131) students completed the three questionnaires during the six sessions, 37% of the initial sample of 353 and 40% of the actual total of 288 completing the questionnaires. There was no difference in the percentage of black and white students completing the battery of questionnaires. A follow-up letter was mailed to those students who did not attend any of the sessions indicating they could complete the questionnaire at home and return it to me, using the Academic Counseling Office in the largest classroom building as a convenient location for return of the questionnaires. I recognized the risk of loss of the questionnaire and Omnibus Personality Inventory, and the possibility of respondents discussing the questionnaire with other students, but such control was not possible. During the following two months, approximately two hundred additional questionnaires were distributed for a total distribution of 322, and an effective return of 288 (89%). The thirty-one students not contacted (353-322=31) were either not enrolled during the time of data collection (February through April, 1969) or could not be located. One student wrote a letter stating his refusal to complete the questionnaire.

Respondents were selected for interviews by a random sampling of the Opportunity Student lists prior to distributing the questionnaires. When a student selected for an interview returned the completed questionnaires, he was given a personally addressed letter thanking him for completing the questionnaires and inviting his participation in the interview, stating the purpose and type of questions in the interview. A five dollar check was enclosed, so that the respondent's decision to participate in the interview was entirely voluntary. Fifty-four (54) blacks and thirty (30) whites were invited to participate in the interviews. One student refused and five were not available to be interviewed so the number of interviews completed was 48 blacks and 30 whites. The names of students participating in the interviews were given to the interviewers who arranged a time convenient with the student.

Five black advanced graduate students in clinical and social psychology and in social work who are trained in interviewing techniques and employed by the Survey Research Center for the Institute for Social Research performed college experience interviews with black undergraduate students. I interviewed the thirty-one white students. The interviews were divided among the five bla interviewers so that no interviewer was previously acquainted w the respondent and to the extent that it was possible, intervie involved individuals of the same sex. Interviews were held in location convenient for the respondent, often the lounge or roo of the student's apartment or dormitory. The interview (described on p. 26) consisting of sixty-seven questions, required approximat ly ninety minutes to complete and was recorded on tape. (See Appe dix C for the complete interview). Tape recordings were used rather than the standard technique of the interviewer recording brief comments in order that I would be able to understand the full meaning of the response, due to the complexity and sensitive nature of the issues.

The initial objective was to interview an equal number (50) of black and white Opportunity students, evenly distributed by sex and years of enrollment. Forty-eight interviews of black students were completed, but, due to the smaller than anticipated number of white Opportunity students, thirty of the effective total of forty-five were interviewed. There was little, if any, resistance to participating in the interview apparently due to the satisfactory response elicited by the Questionnaire on Student Experiences.

Students indicated the Questionnaire challenged them to think about their educational experience and several stated that more specific questions concerning supportive services needed to be asked and were not included in the Questionnaire. (These questions were incorporated in the interview). Some students felt that the interview was too long, but the majority of students felt the questionnaire and interview were challenging and stated that "they learned something about themselves in answering the questions; there were questions I never thought about before."

E. Instruments

Four instruments were utilized in data collection; The Questionnaire on Student Experiences; The Social Reaction Inventory; The Omnibus Personality Inventory, and an interview on student

The Omnibus Personality Inventory, and an interview on student

experiences. Examples of these instruments are placed in Appendix C.

1. Questionnaire on Student Experiences

The Questionnaire on Student Experiences combines original questions with items used by three other researchers in the area of student development. A large number of questions regarding significant educational experiences, and the importance and characteristics of peers as influence agents in both the Questionnaire and interview were drawn from the Michigan Student Study, an intensive longitudinal study of student development at the University of Michigan from 1962 through 1967 which is co-directed by Drs. Gerald Gurin and Theodore M. Newcomb. They have directed research on student development in college as outcomes of their initial characteristics and college experiences.

Student characteristics at the end of the college years, viewed both as outcomes or final states, and as changes from initial states on entrance, were analyzed in terms of their relation both to individuals' characteristics on entrance and to their within-college experiences, in order to answer significant questions about developmental processes in the university environment. I devised questions related to family educational expectations, referent figures, race relations, and black identity questions. I was assisted in formulating the latter questions by Mr. Arthur Mathis, a black graduate student in psychology at the University. Questions concerning motivation for grades and difficulties in attaining the attempted grade level were taken from questionnaires devised by Dr. Donald R. Brown of the Center for Research on Learning and Teaching at the University of Michigan.

2. The Social Reaction Inventory

The Social Reaction Inventory is a 58 item questionnaire devised by Gerald and Patricia Gurin which includes the Rotter Internal-External Scale in addition to a number of measures on racial ideology, the degree of control over one's future, and racial militancy. The Inventory has been used in testing the tendency to blame the system for problems of blacks and the acceptance of traditional middle class values. Eight indices were formed and these were used in this study in the interpretation of referent figures. A more comprehensive discussion of the Gurins' research in internal-external control is found in their article, "Internal-External Control in the Motivational Dynamics of Negro Youth."[1]

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[1] Patricia Gurin, et al. "Internal-External Control in the Motivational Dynamics of Negro Youth," Journal of Social Issues, XXV (Summer, 1969), pp. 29-53.

3. The Omnibus Personality Inventory

The Omnibus Personality Inventory (OPI) was developed by the Berkeley Center for the Study of Higher Education in their studies of student development during the college years. The OPI was constructed to assess selected attitudes, values, and interests, chiefly relevant in the areas of normal ego-functioning and intellectual activity. Almost all dimensions included in the Inventory were chosen either for their particular relevance to academic activity or for their general importance in understanding and differentiating among students in an educational context.[2]

The OPI-Form F contains 385 statements designed to measure the differences among college students with regard to their attitudes, opinions, and feelings on a variety of subjects. Each item belongs to one or more of the fourteen scales which constitute the Inventory.

4. Interview on Student Experiences

The interview is divided into three sections covering (1) student growth and development during the years at Michigan, including peer and referent figure information; (2) student use and experience of supportive academic services provided by the University; and (3) racial attitudes. Questions on student growth and development, satisfactions and dissatisfactions within a broad range of educational and personal experiences, were drawn largely from the previously mentioned Michigan Student Study. The interview provided the opportunity to ask specific information regarding referent figures and to compare the referent figures with one's peers. Questions on supportive academic services within the University are relevant to University concerns regarding the effectiveness of these services. The last section of the interview involved questions of what it means to be black at the University, and in a broader context, what it means to be black in this society. White students were asked what experiences black students might have at the University.

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[2] Paul Heist and George Younge, Omnibus Personality Inventory, Form F, Manual, (New York: The Psychological Corporation, 1968), p. 1

C. Analysis of the Data

1. Statistical analysis

The particular techniques of data analysis utilized in this study varied according to the specificity and nature of the hypotheses and questions being explored. Where hypotheses between two variables not involving interaction effects are specified (e.g., those relating reference group characteristics to each other, and those relating reference groups to members' attitudes), simple tests of association between variables were used. Techniques of factor analysis were used for index construction and F-tests, t-tests, and chi-square for tests of relationships. I have utilized the two-tail test in determining significance levels and will indicate if significance exists at the 0.10 level or less.

After transferring data from cards to tape, the first step in analysis involved a bivariate analysis (frequency and percentage distribution) of the 994 variables, broken down by an index combining race, opportunity award, and sex variables. The index provided eight categories, men and women in each of the following four groups;

white opportunity students; white random sample, black opportunity students; black random sample. This analysis provided information regarding the responses of the four basic groups of students; including sex differences. Techniques of multiple correlation and factor analysis were utilized to construct indices such as the five orientations (instrumental, intellectual, social, academic, political) and other highly related variables for further analysis. Virtually the entire analysis involved multiple correlation and filter means, a procedure very similar to one-way analysis of variance.

The fourteen scale values of the Omnibus Personality Inventory were computed in standard fashion and tests of association were run against both the four basic groups and the eight groups (i.e., the four groups with sex differentiation). Chi-square and t-test statistics were provided. (Please refer to Appendices D and E for data and discussion).

Errors in measurement can be broadly grouped into two categories: "constant" errors which systematically bias the results and "random" errors due to transient or non-systematic errors.[3] Validity is defined as "the extent to which differences in scores on the measuring instrument reflect true differences among individuals, groups, or situations, in the characteristic which it seeks to measure..., rather than the constant or random errors." [4]

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[3] Selltiz, C., et al., Research Methods in Social Relations, (New York: Holt, Rinehart and Winston Co., 1964),p. 154.

[4] Ibid., p. 155.

Validity is thus lowered by both categories of error.

Campbell and Stanley recently provided a useful classification of validity into factors affecting internal validity (the above definition) and those affecting the external validity or generalizability of the results. The factors affecting internal validity are the following:[5]

1. History, the specific events occuring between the first and second measurements.
2. Maturation, processes within the respondent operating as a function of the passage of time *per se*, not specific to the particular events.
3. Testing, the effects of taking a test upon the scores of a second testing.
4. Instrumentation, in which changes in the calibration of a measuring instrument or changes in the observers or scorers used may produce changes in the obtained measurements.
5. Statistical regression, operating where groups have been selected on the basis of their extreme scores.
6. Biases resulting in differential selection of respondents for the comparison groups.
7. Experimental mortality or differential loss of respondents from the comparison groups.
8. Selection-maturation interaction which in multiple-group quasi-experimental designs might be mistaken for the effect of the experimental variable.

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[5] Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research*, (Chicago: Rand McNally, 1969), p. 5.

Since this study involves only one testing of each respondent, the effects of "history," "testing," "statistical regression," and "experimental mortality" have no bearing on the validity of this study.

"Maturation" is always a problem in natural setting studies of individuals or groups. While it is very likely that seniors may respond differently than freshman to certain questions, maturation becomes a problem only if the comparison groups differ in class distributions, and they did not. (See discussion in Chapter 3, p. 53 , and Tables 106 - 107 in Appendix G).

A discussion of "instrumentation effects" is not relevant since factors affecting instrumentation in the questionnaire were not present. A systematic bias other than respondent or scoring error should not have influenced the results. The wording of the questionnaire was designed to prevent respondent biases.

Biases in "selection" were not apparent since students were selected randomly within subgroupings of race and type of financial assistance. The sample of white opportunity students represents virtually the total effective sample. The randomness of the black random sample is dependent upon the extent to which the list used to draw the sample was complete. Since no racial identification of students exists other than the lists utilized, and since the total number of black students identified on the Opportunity and non-Opportunity (Black Student Union) lists approximated the total number of blacks reported six months earlier in a compliance report for the federal government, the sampling of black students was based on the most complete information available.

There is no question concerning the representative nature of the black Opportunity students since the sample (N=119) represents 49% of the total number available, and there is an approximately equal distribution by sex (58 men, 61 women) and class (32 freshmen, 31 sophomores, 29 juniors, and 27 seniors). While the sample of white Opportunity students represents virtually the entire effective sample, thirty two (32) of the forty students were freshmen and sophomores so that the results of this group cannot be generalized to a group with different class characteristics. To the extent that the characteristics of the four major groups are comparable by sex, class, and numbers to other groups in similar university settings, the results of this study are generalizable. Negative effects on validity due to the "selection-maturation interaction" should be negligible.

2. Validity

The validity of an instrument depends upon accepting the items as constituent parts of the variable being measured. This is a matter of consistency between definition of the variable at the conceptual stage and the operational design of the instrument. In devising the questionnaire, I included material from existing instruments such as the Michigan Student Study College Experience Questionnaire,[6] the Social Reaction Inventory,[7] The Omnibus Personality Inventory,[8] and the University of Michigan Class of 1970 Questionnaire,[9] which have been proven valid and reliable. To an extent, this is an exploratory study in the area of referent figures and race relations. When proven measures were not available or relevant to this study, questions were constructed and it is with these newly devised measures that validity and reliability is an issue. This study provides the opportunity to test the construct validity and reliability of these new measures.

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[6] Theodore M. Newcomb and Gerald Gurin, The Michigan Student Study College Experience Questionnaire, (Ann Arbor, Institute for Social Research, Survey Research Center, 1962).

Since existing measures were incorporated into the Questionnaire, the problem of reliability is reduced to the newly devised measures. The reliability of the instruments is defined as "how much of the variation in scores among individuals during repeated measurements is due to inconsistencies in measurement ("random error").[10] Reliability is typically determined by one or two methods: the "stability" of the results which an instrument produces in measuring a given individual on repeated occasions, or the "equivalence" of different investigators measuring the same individual with the same instrument at the same time, yielding consistent results.[11]

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[7] Patricia Gurin, Social Reaction Inventory, (Ann Arbor, Mich: Institute for Social Research, Survey Research Center, 1964).

[8] Paul Heist and George Younge, Omnibus Personality Inventory.

[9] Donald R. Brown, University of Michigan Class of 1970 Questionnaire, (Ann Arbor, Mich: Center for Research on Learning and Teaching, 1966).

[10] Selltiz, *et al.*, p. 166.

A factor affecting reliability is that this study occurs at a certain time in the student's educational experience so that his perceptions at the time of testing may not be consistent with testing performed at another time.

Summary

The methodology and analytical techniques described in this chapter made it possible to collect the data and to analyze it in an appropriate manner in order to confirm, deny, or gain insights into the educational experience of students discussed in Chapter I.

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[11] Ibid., p. 172.

CHAPTER III

Preliminary Analysis and Formation of Orientations

A. Analysis to Determine the Significance of Racial Differences

Before turning to the analysis which focuses on the black Opportunity student and as a background for further analysis, it may be helpful to look at the analysis of racial differences. Analysis of the questionnaire and Omnibus Personality Inventory indicated that racial differences were not of sufficient magnitude to justify basing the analysis on racial distinctions. With the exception of items involving race relations, in which white students accept blacks to a greater degree than blacks accept whites, which will be discussed in Chapter 5, there were no significant racial differences in the responses to questions on meaningful experiences, personal and academic problems, and selection of peers or referent figures to utilize racial comparisons as the basis for further analysis in the study.

It has become popular to think that the black student has significantly different orientations to a college education, experiences a different set of problems and is quite different from the typical white student. According to the analysis of the data, there are some differences in the problems which black and white students experience, but these are largely related to social and economic factors and not to race alone. The black and white Opportunity students who came from similar social and economic backgrounds are more likely to experience common problems when compared with the black and white random sample students. A discussion of the data concerning these issues is presented in Chapter 5.

This distinction of social and economic factors is more apparent in analysis of the OPI than the Questionnaire because the OPI was developed with elitist distinctions specifically in mind. "The development of intellectual vs. non-intellectual values and interests...was channeled by what were assumed to be the major modes or correlates of academic activity." [1] Analysis of the OPI by the two variables of "Opportunity Award recipient," which is a rough socio-economic measure, and race, indicated that there were a greater number of distinctions among the fourteen scales when the socio-economic factor of Opportunity Award recipient was used than by racial comparisons. There were statistical differences at the .05 level or greater in nine of the fourteen scales when analyzed by the Opportunity Award variable, three of them in the Intellectual-Theoretical Scales, while racial distinctions were significant in six of the fourteen scales, two of which involved the intellectual-theoretical interest scales. Sex and class distinctions are not meaningful in determining the basic analysis of the study and will not be discussed. Results of the fourteen scales of the OPI analyzed by variables of race, recipient of an Opportunity Award, sex, and class, (eight groups) are presented in Appendix D. Results of these scales analyzed by the four basic groups of students in the study (white and black Opportunity Award students, white and black random sample) with sex differences, making eight groups, are presented in Appendix E.

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[1] Paul Heist and George Yonge, Omnibus Personality Inventory, p. 2.

To summarize the findings, thus far, a preliminary analysis of the questionnaire and the OPI did not reveal differences in the responses of white and black students to be of sufficient magnitude to warrant controlling analysis on the race of the respondent. The one exception involves the responses to questions concerning race relations in which white students accept blacks to a greater degree than blacks accept whites. The race relations area is discussed in detail in Chapter Five. More significant differences in the responses were evident when analysis involved a socio-economic variable such as receiving an Opportunity Award Scholarship. Undue emphasis on racial differences without consideration of social and economic factors which contribute to such differences is not justified.

B. Focus of Study

The major focus of this study involves the development of orientations toward the educational experience and the importance which black students place on certain goals, qualities, and experiences which might be attained as a result of being in college. I am interested in the background factors related to the formation of these orientations and the relationship of these orientations to the following: (1) the perceived atmosphere of the University; (2) the types of problems experienced; (3) the variety of educational and personal experience which students identify as particularly meaningful; and (4) the selection of peers and referent figures. Five orientations have been identified (instrumental, intellectual, social, academic and political) and will be discussed in detail in following pages. Two of these five orientations, the instrumental and intellectual orientations, are conceptually divergent and were negatively related on more items than any other orientation. (Data presented on p. 50) Since students of these two orientations responded differently to a large number of questions, this study focuses on the responses of black students with instrumental-vocational and intellectual orientations. Students with instrumental orientations are likely to evaluate ideas on the basis of their practical, immediate application and place importance on occupational preparation in the college experiences. They feel that occupational preparation is instrumental in raising their social or economic status and that college provides a means to a better job and concomitant higher standard of living. On the other hand, students with an intellectual orientation express interests in a broad range of conceptual and artistic activities, are tolerant of ambiguties, and desire new situations such as meeting different types of people and discussing divergent points of view.

Other researchers (Clark and Trow, Chickering, Wallace) have identified similar orientations or groups of students, "Instrumental and Intellectual" terminology describe two conceptually different orientations of students common in the research literature. This study recognizes the usual value approach to instrumental and intellectual orientations and questions this value connotation. In much of the previous literature, the "instrumental-vocational" and "intellectual" students have been compared from an elitist viewpoint with a favorable bias expressed toward those students with an intellectual orientation. Throughout this study, these terms are used without any intention of assigning values to them. Two comments concerning the use of this terminology are appropriate. First, researchers frequently assume that the dominant trend in a college environment is the intellectual orientation. While the extent to which the intellectual orientation is accepted as a norm varies with institution, instrumentally oriented students have been enrolling in institutions of higher education for a long time and this trend is very likely to continue. The challenge to the faculty, then, is how to teach and encourage the instrumentally oriented student that conceptual-intellectual pursuits can also be challenging and rewarding.

Secondly, the elitist bias against an instrumental orientation can be viewed from a different perspective. A practical orientation is not necessarily viewed negatively in an age demanding relevance. Consider, for example, the effect of interchanging "instrumental" with a more positive term such as "relevant" or "life-relevant" orientation. The current tendency for students to question the relevancy of their education, particularly education related to the needs of the black population, is an example of the life-relevant orientation. In comparison with the intellectually oriented students, the students with instrumental or "life-relevant" orientations feel stronger ties with the black community, and express greater interest in returning to the black community in a leadership or service capacity.

The intellectually oriented blacks, as a group, are less involved in black identity issues. Just as concern may be expressed for the instrumental students in an intellectual setting, one may express similar concern for the intellectually oriented student's involvement in black issues. I considered using the "relevance orientation" terminology in place of the "instrumental" terminology to stress the need for value neutrality in discussing the processes by which these orientations are formed and the educational experiences of these students. I have decided to use the traditional vocationally-related definition of instrumental orientation in this study. Black identity and the concern that academic study be "relevant" to the needs of the black community are relatively recent issues so that use of traditional definitions of instrumental and intellectual are more beneficial to this study.

C. Formation of Orientations

After determining that the racial differences in the responses to questions on academic experiences, personal and academic problems, and the selection of peers and referent figures were not of sufficient magnitude to warrant controlling analysis on race, my next task was to determine in what ways, regardless of race, respondents were different from one another. I turned to two questions which provided information regarding the interests and types of experiences which were important to the respondent. One question in the Questionnaire, (Q. 43) included eleven items involving different interests, tastes, and values and asked each respondent to indicate how he felt about each of the areas listed, rating them from "of great importance" to "of no importance." Question 50 identified twenty statements describing goals, qualities, and experiences which might be attained as a result of being in college and asked the respondent to rate the items in terms of relative importance to him. Each of these two questions was factor analyzed; following the factor loadings, related items were combined to form ten (10) new variables. These in turn were intercorrelated, and combined to form four (4) indices. A diagram of the construction of these four indices is indicated below.

	Step One	Step Two
	Factor Analysis	
Questionnaire		
Q. 43 11 items	Resulted in the formation of four variables	Correlation and factor analysis of the ten variables from Step One resulted in the formation of four indices from the original two questions.
and		
Q. 50 20 items	Resulted in the formation of six variables	
		(See Tables 99-104 in Appendix F. Correlation and Factor Analysis, Inter-relationship of variables for black students and total sample)

The items rated as important in the formation of these four indices or orientations are presented below.

Instrumental-Occupational Orientation (to the college experience)

Students with an instrumental orientation rated the following objectives very important. (Question 50 in Questionnaire).

1. "Deciding upon an occupation"
2. "Doing as well academically as I can"
3. "Becoming well prepared for my future occupation"
4. "Raising my social or economic status"

Social Orientation (to the college experience)

Students with a social (dating) orientation placed importance on the following items.

1. "Interest in the kind of clothes that one wears; how one talks and behaves when he is with others" (Question 43 in Questionnaire)
2. "Interest in dating and social life" (Question 43 in Questionnaire)
3. "Having a good time participating in collegiate social life" (Question 50)
4. "Being friendly with a large number of people" (Question 50)
5. "Finding a suitable husband or wife" (Question 50)

Academic Orientation (to the college experience)

Students with an academic orientation rated the following objectives very important.

1. "Interest in studying; taking the course work seriously" (Question 43 of Questionnaire)
2. "Becoming intensely interested in some intellectual pursuit" (Question 50 of Questionnaire)

Political Orientation (to the college experience)

Students with a political orientation placed importance on the following items.

1. "Interest in student organizations and activities here at Michigan; campus issues and politics." (Question 43)
2. "Interest in the contemporary political scene; national and international affairs; current events." (Question 43)
3. "Participating in activities aimed at correcting social injustices." (Question 50)
4. "Developing a close, apprentice-like relationship with a faculty member who is highly respected in his professional field." (Question 50)
5. "Becoming a leader in student activities." (Question 50)

It is evident that the political orientation involves items which describe a political orientation within the framework of the existing system rather than extreme groups operating outside the existing system.

The process of computing a score for each respondent on each of the above four orientations was performed in the following manner. A summation of the range of each item comprising each orientation provided a range for the orientation. In forming the orientations, the range of each item in the questionnaire was transposed to a base of zero so that the above four orientations all have a base of zero. Using the Instrumental-Occupational Orientation as an example, the range of each item before and after transposition is indicated below.

Item	Actual Range (in Questionnaire)	Range When Transposed to Base of Zero
"Deciding upon an occupation"	5-4-3-2-1	4-3-2-1-0
"Doing as well academically as I can"	5-4-3-2-1	4-3-2-1-0
"Becoming well prepared for my future occupation"	5-4-3-2-1	4-3-2-1-0
"Raising my social or economic status"	5-4-3-2-1	4-3-2-1-0

Range of Instrumental-Occupational Orientation: 0-16
0: Low Instrumental-Occupational Orientation
16: High Instrumental-Occupational Orientation

The range of the other three orientations are:

Social Orientation: 0-17; 0 = low; 17 = high
Academic Orientation: 0-7; 0 = low; 7 = high
Political Orientation: 0-18; 0 = low; 18 = high

The fifth orientation is an "Intellectual-Esthetic Orientation" formed by the combination of three scales of the Omnibus Personality Inventory (OPI) which were highly interrelated: Thinking Introversion, Estheticism, and Complexity. Brief definitions of the three scales used in the formation of the "Intellectual-Esthetic Orientation" are presented below, along with the letter symbols (in parentheses) and the number of items in each scale.

1. Thinking Introversion (TI)---43 items: Persons scoring high on this measure are characterized by a liking for reflective thought and academic activities. They express interests in a broad range of ideas found in a variety of areas, such as literature, art, and philosophy. Their thinking is less dominated by immediate conditions and situations, or by commonly accepted ideas, than that of thinking extroverts (low scorers). Most extroverts show a preference for overt action and tend to evaluate ideas on the basis of their practical, immediate application, or to entirely reject or avoid dealing with ideas and abstractions.

2. Estheticism (Es)---24 items: High scorers endorse statements indicating diverse interests in artistic matters and activities and a high level of sensitivity and response to esthetic stimulation. The content of the statements in this scale extends beyond painting, sculpture, and music, and includes interests in literature and dramatics.

3. Complexity (Co)---32 items: This measure reflects an experimental and flexible orientation rather than a fixed way of viewing and organizing phenomena. High scorers are tolerant of ambiguities and uncertainties; they are fond of novel situations and ideas. Most persons high on this dimension prefer to deal with complexity, as opposed to simplicity, and very high scorers are disposed to seek out and to enjoy diversity and ambiguity. 2

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[2] Paul Heist and George Yonge, Omnibus Personality Inventory Manual. p.4.

The measured characteristic is generally defined in terms of a description of high scores; the logical opposite of this description would, in most cases, characterize low scores. The point at which any score may be defined as a high score is relative. The OPI Manual states that "standard scores of 60 (84th percentile) or above are interpreted as sufficiently high for the essence of the respective definition to apply; persons whose scores fall above a standard score of 70 are seen as very appropriately characterized by the definition." [3]

A summation of each respondent's score on the three OPI scales provided a total score for the "Intellectual Esthetic Orientation" which ranged from 19 to 92. The total range for each of the four groups of students in the study (black opportunity, white random sample, etc.) was divided into thirds, indicating the highest, middle, and lowest third of the scores on the Intellectual-Esthetic Orientation and the other four orientations (Instrumental, Academic, Social, Political.) Tables 2 and 3 which follow compare the raw scores of the four groups of students on the Instrumental and Intellectual Orientations. The total N for the Intellectual Orientation is 253, twenty-four fewer than the total number of students in the study (277). Twenty-four students did not complete the Omnibus Personality Inventory.

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[3] The norms of the OPI are presented as standard scores having a mean of 50 and a standard deviation of 10. Ibid., p. 10.

TABLE 2

Raw Scores of the Four Groups of Students
in the Instrumental Orientation Scale

(Range 00-16)   (Total N=274)

Range of Scores	White Opportunity N=40	N	White Random Sample N=63	N	Black Opportunity N=118	N	Black Random Sample N=53	N
Highest Third	12-16	(15)	10-16	(23)	14-16*	(38)	14-16*	(17)
Middle Third	09-11	(14)	08-09	(23)	11-13*	(36)	11-13*	(21)
Lowest Third	00-08	(11)	00-07	(17)	00-10	(44)	00-10	(15)
		40		63		118		53

* The smaller range among the black students indicated blacks tend to be more instrumentally oriented than the white students. That is, one third of the black Opportunity students scored in the fourteen to sixteen range (3 points) compared to a range of 10-16 (7 points) for the highest third among the white random sample students.

TABLE 3

Raw Scores of the Four Groups of Students on the Intellectual-Esthetic Orientation Scale

(Range 19-92) (Total N=253)

Range of Scores	White Opportunity N=34	N	White Random Sample N=61	N	Black Opportunity N=110	N	Black Random Sample N=48	N	Total
Highest Third	67-92	(10)	71-92^1	(21)	61-92^2	(39)	63-92	(15)	85
Middle Third	47-66	(12)	59-70	(20)	50-60	(37)	50-62	(16)	85
Lowest Third	19-46	(12)	19-58^3	(20)	19-49^4	(34)	19-49	(17)	83
Total N:		34		61		110		48	253

For those readers interested in the standard score equivalents, the following information is given.

1. A raw score of 71 is the equivalent of a standard score of 60. (84th percentile)
2. A raw score of 61 is the equivalent of a standard score of 54.
3. A raw score of 58 is the equivalent of a standard score of 52.
4. A raw score of 49 is the equivalent of a standard score of 48.

It is very important that this table not be misinterpreted by comparing the ranges of any of the four groups, such as comparing the ranges of the black Opportunity students with the white random sample. The above table is a summation of the scores on the three highly intercorrelated OPI scales, and they can be used only as a rough guide for further analysis to determine if there are curvilinear trends in the responses of students high or low on a given orientation to other questions, and to determine in what ways students who score as high or low on an orientation differ in their responses to other questions. Because the total N within each group is relatively small, the differences in the ranges between groups of students is not very significant. I refer the reader to Appendix D---in which the scores of each group of students on all fourteen OPI scales is given and significant differences indicated.

These five orientations became the focus of the study with regard to the importance which students place on certain goals, qualities, and experiences which might be attained as a result of being in college. These five orientations vary among all students in the study regardless of race or socio-economic factors. The crucial issue is whether these orientations differ significantly within the four groups of students--the white and black random sample and disadvantaged groups. If significant differences exist, then one can focus on background, socialization, friendship, and reference group factors to partially explain these differences.

D. Interrelation-Separateness of the Orientations

Having discussed the formation of the five orientations, it is time to turn to the degree of interrelation and/or separateness of these five orientations. With the exception of the twenty-four students who did not complete the *Omnibus Personality Inventory*, and a very small number of respondents who may not have completed questions used in the construction of the orientations, each respondent can be scored on each of the five orientations. Consequently, the respondents cannot be accurately described by one orientation such as "completely instrumental." The respondents tended to score higher in one or two orientations and lower in other orientations so it is possible to discuss the responses of high or low scorers in an orientation. The range of scores in each orientation was divided into thirds to represent the high, middle, or low scorers within each orientation.

The means, standard deviations, and intercorrelation of the five orientations among the black Opportunity students and the total sample are given in the following tables. See Tables 103 and 104 in Appendix F for similar tables for the black and white random sample.

TABLE 4

Means and Standard Deviations of Orientations for Black Opportunity Students and for Total Sample

Orientation	Range of Orientation	Opportunity N	Opportunity Mean	Opportunity S.D.	Total Sample N	Total Sample Mean	Total Sample S.D.
Instrumental-Occupational	00-16	118	11.63	3.10	274	10.78	3.31
Intellectual	19-92	110	55.42	13.29	253	58.39	14.48
Social	00-17	112	9.22	3.18	265	8.99	3.43
Academic	0-7	113	4.41	1.50	270	4.68	1.45
Political	00-18	112	8.54	2.96	267	8.31	3.28

TABLE 5

Correlation Matrix of Orientations For Black Opportunity Students

	Instrumental-Occupational	Intellectual	Social	Academic
Intellectual	-0.28^{**}			
Social	0.52^{**}	-0.19^{*}		
Academic	0.34^{**}	-0.08	0.07	
Political	0.15	0.20^{*}	0.05	0.26^{**}

* = ≤.05

** = ≤.01

TABLE 6

Correlation Matrix of Orientations For Total Sample

	Instrumental-Occupational	Intellectual	Social	Academic
Intellectual	-0.37^{**}			
Social	0.43^{**}	-0.21^{**}		
Academic	0.27^{**}	0.02	0.04	
Political	0.23^{**}	0.19^{**}	0.18^{**}	0.18^{**}

* = ≤.05

** = ≤.01

I wish to point out the interrelationship between the orientations, particularly the interrelationship between the instrumental, social, and academic orientations, and the negative relationship between the instrumental and social orientations, and an intellectual orientation. There is a high correlation (0.43) between instrumental and social orientations and between instrumental and academic orientations (0.27), both significant at less than the .01 level. There is a negative correlation between students of intellectual orientations and students of instrumental (-0.37) and social (-0.21), orientations, significant at less than the .01 level. A political orientation is positively correlated to both intellectual (0.19) and academic (0.18) orientations at less than the .01 level. There are slight differences in the degree of correlation between the black Opportunity students and the total sample but these differences are not important.

You will notice that negative correlations occur only with the intellectual orientation and that the highest negative correlation exists between the instrumental and intellectual orientations. There are substantial conceptual differences between the instrumental-occupational and intellectual orientations which is indicated by the negative correlation. Subsequent analysis of the data using orientations as independent variables and questionnaire items as dependent variables indicates more differential findings for the instrumental and intellectual orientations than for any other orientations, which follows from the conceptual differences between these two orientations. I have used this conceptual difference between the instrumental and intellectual orientations as the fulcrum for the study and have focused on these two orientations for the major analysis of the study and omitted the other three orientations (the social, academic, and political) in this study. The major conceptual and statistical significance lies in the comparison of students with instrumental and intellectual orientations.

As a final test of variability within orientations, each orientation was analyzed for differences attributable to sex or year in school. There were no significant sex differences within four orientations, while men Opportunity students were significantly higher in political orientation than the women Opportunity students. Class differences were significant in three of the five orientations, but no discernable trend existed which would warrant controlling for year in school. These results are available in Tables 105 - 107 in Appendix G.

CHAPTER IV

Family Backgrounds Leading to the Development of Instrumental and Intellectual Orientations

A. Parental Supportiveness for Education

Given that students hold different orientations and have different objectives in attaining a college education, are there differences in parental supportiveness for education which students have experienced? If parental supportiveness to attend college does vary, such differences provide a means of understanding the home environment and emotional support to attend college.

1. Supportiveness During Early Childhood

A series of questions focused on the student's perception of the frequency with which his parents were involved in educational activities during the formative years of elementary school and the importance which the parents placed on the respondent having a college education. Even in the early years of elementary school there are significant differences in the breadth of interest and the degree of personal involvement by parents of students with intellectual and instrumental orientations. Among students with intellectual orientations, both parents, and particularly the father, were perceived as exhibiting broader intellectual interest in the child's experiences during the elementary years and taking a more active, personal involvement in educationally related activities than the parents of students with instrumental orientations. Fathers showed a real interest in what their children were learning in school; attended programs the students put on at school, and both parents read to their children. Students of instrumental orientations stated that both parents often discussed future educational possibilities with them, but were less likely to be involved with school-related functions. There is a difference in responses among the instrumental and intellectually oriented students to the question involving the extent to which the "mother or father read to me" as a child. The instrumentally oriented students were more likely (at the .10 level) to respond that their mothers did not read to them as children (there was no correlation for the father), whereas both the mother and father of the intellectually oriented students did read to them as children.

TABLE 7

Correlation Matrix Relating Parental Activities During Elementary School to Instrumental and Intellectual Orientations Among Black Opportunity Students

Activity	Instrumental Orientation		Intellectual Orientation	
	Father Did This	Mother Did This	Father Did This	Mother Did This
Showed a real interest in what I was learning in school	0.01 N=114	0.01 N=118	0.24*** N=114	0.02 N=118
Attended programs the students put on at school	-0.03 N=113	-0.05 N=118	0.21** N=113	0.09 N=118
Read to me	-0.06 N=114	-0.15 N=118	0.16* N=114	0.17* N=118
Talked with me about future educational possibilities	0.19** N=114	0.23** N=118	0.14 N=114	0.11 N=118

Positive correlation: always or often did this

Negative correlation: seldom or never did this

* = ≤.10 level
** = ≤.05 level
*** = ≤.01 level

2. Influence to Attend College

Two questions designed to assess the importance and influence of the parents in the decision to attend college were the following. "What part would you say that your parents played in your decision to come to college?" with responses ranging from "It's largely at his (her) insistence that I am here" through "Was really against my decision to go to college." The second question concerned the importance to the mother and father that the respondent get a college education with responses ranging from "My getting a college education was the most important thing to him (her)" to "He (she) didn't see the need for it." Among the entire sample of black Opportunity students, 54% of the fathers and 75% of the mothers played a critical and supportive, encouraging role in the decision. Students felt that their getting a college education was the most important thing to 35% of their fathers and 48% of their mothers. When the top two categories of this question are combined, the broad support for the student's attaining college education is apparent, at least as perceived by the students. Ninety-seven percent (97%) of the students perceived their mothers as feeling that "my getting a college education was the most important, (or pretty important) thing to her." Similarly, eighty percent (80%) of the students perceived their fathers as feeling that the respondent's college education was most or pretty important to him.

Seventeen percent of the students rated their fathers as either "I don't know how he felt about college"; or "he didn't care one way or the other," which represents the approximate percentage of situations in which the father was absent due to divorce, separation, or death. It is interesting that no student reported that his mother or father was "really against by decision to go to college" although 3% of the students reported their fathers "didn't see the need" to attend college; none indicated this response for his mother.

Analysis by orientations among the black Opportunity students of the questions concerning parental influence to attend college resulted in some interesting distinctions between the students of instrumental and intellectual orientations. Responses to the question which rated the importance to the father and mother that the respondent get a college education (Question 25 of the Questionnaire), indicated that mothers of instrumentally oriented students placed greater importance on their son or daughter getting a college education than the mothers of intellectually oriented students. This finding for the instrumentally oriented student is significant at the .05 level. While the mothers of the intellectually oriented students generally felt it was important for their son or daughter to get a college education, the mothers of the instrumentally oriented students placed even greater importance on attending college.

Similarly, on the question assessing the role which the parents played in the decision to come to college (Question 22 in the Questionnaire), we find that the mothers of instrumentally oriented students played a more crucial role in the decision and were involved in thinking through the question of coming to college to a greater degree than the mothers of the intellectually oriented student. The mothers of the intellectually oriented students played a supportive but less crucial role in the decision to come to college; the intellectually oriented student was more likely to have thought through the question of coming to college than the instrumental student.

Parental supportiveness for education is also evident in a question which delves into the parents' reaction if the respondent was not academically successful, if he just could not do the work. The question is tenuous in asking the student how his parents would feel if he were academically unsuccessful at the University. Nevertheless, 71% of the black Opportunity students perceived parental encouragement to continue their education at some other school, 13% felt their parents would have encouraged them to go to work; only 1% felt their parents would have been indifferent--"they really would not have cared whether I succeeded or failed." [1] The important factor in this series of questions, of course, is the perceived parental encouragement not only to attend college but to succeed academically. We will see later that the pressure to succeed in the academic area is particularly evident among the instrumentally oriented students. It is fortunate that these students, and in fact, the students of all orientations, perceive parental encouragement to attend college and to continue their education if unsuccessful at the University of Michigan.

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[1] These percentages total 85 percent. Eleven percent indicated "something else" and 4 percent did not respond to the question.

B. Educational Level of Parents

The following table represents the parents' level of formal education for the entire sample of students.

	Father				Mother			
	WOA	WRS	BOA	BRS	WOA	WRS	BOA	BRS
(1) Less than high school	20%	3%	34%	12%	9%	2%	11%	0%
(2) Some high school	14%	3%	18%	8%	31%	1%	29%	11%
(3) Completed high school	36%	23%	24%	14%	34%	42%	31%	26%
(4) Some college	22%	22%	18%	18%	22%	20%	19%	25%
(5) Completed college	8%	25%	3%	8%	4%	27%	6%	15%
(6) Advanced Professional degree	0%	24%	3%	40%	0%	8%	4%	23%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

You will notice several interesting factors: The similarity of parental educational level among both black and white Opportunity students; the higher educational level among the black random sample with a higher percentage attaining advanced or professional degrees than any other group, including the white random sample; the educational level of the mothers within each group is generally equal to or higher than the fathers, regardless of race.

There is no significant relationship between the parents' educational level and the orientation of the black Opportunity student. That is, the parents' level of education was of no significance in predicting the orientation of the black Opportunity student. This is in contrast to the findings of this and previous studies involving white students in which higher parental educational level was related to a higher intellectual orientation among their children.[2] While the results were not statistically significant, there was a definite trend among the white random sample in which a higher instrumental orientation was related to lower parental educational level, and a higher intellectual orientation to higher levels of parental educational attainment.

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[2] Donald R. Brown, "Personality, College Environment, and Academic Productivity," in American College, ed. by Nevitt Sanford, (New York: Wiley, 1962), pp. 536-562.

TABLE 8

Relationship of Parents' Educational Level to Orientation of Student

Black Opportunity Student

Q. 7. How far did your father go in school?

Instrumental Orientation

	N	%	Mean of Educational Level*	S.D.
(1) High in orientation	38	32	2.37	1.22
(2) Average in orientation	36	31	2.78	1.46
(3) Low in orientation	44	37	2.39	1.47
TOTAL	118	100%	2.50	1.39

F (2,115) = 1.039 (NS)

Intellectual Orientation

	N	%	Mean of Educational Level*	S.D.
(1) High in orientation	39	35	2.61	1.41
(2) Average in orientation	37	34	2.32	1.43
(3) Low in orientation	34	31	2.76	1.35
TOTAL	110	100%	2.56	1.40

F (2,107) = 0.919 (NS)

* Code:
1. Less than high school
2. Some high school
3. Completed high school
4. Some college
5. Completed college
6. Advanced or professional degree

TABLE 8 - continued

Q. 7. How far did your mother go in school?

Instrumental Orientation

	N	%	Mean of Educational Level*	S.D.
(1) High in orientation	38	32	2.66	1.17
(2) Average in orientation	36	31	3.00	1.17
(3) Low in orientation	44	37	3.11	1.35
TOTAL	118	100%	2.93	1.24

F (2,115) = 1.453 (NS, but a trend)

Intellectual Orientation

	N	%	Mean of Educational Level*	S.D.
(1) High in orientation	39	35	3.08	1.40
(2) Average in orientation	37	34	2.73	1.12
(3) Low in orientation	34	31	3.00	1.21
TOTAL	110	100%	2.94	1.25

F (2,107) = 0.792 (NS)

* Code: 1. Less than high school
2. Some high school
3. Completed high school
4. Some college
5. Completed college
6. Advanced or professional degree

TABLE 9

Relationship of Parents' Educational Level to Orientation of Student White Random Sample

Q. 7. How far did your father go in school?

Instrumental Orientation

	N	%	Mean of Educational Level*	S.D.
(1) High in orientation	23	37	4.00	1.28
(2) Average in orientation	23	37	4.26	1.36
(3) Low in orientation	17	26	4.88	1.27
TOTAL	63	100%	4.33	1.33

F (2,60) = 2.290 (NS, but a trend)

Intellectual Orientation

	N	%	Mean of Educational Level*	S.D.
(1) High in orientation	21	34	4.43	1.43
(2) Average in orientation	20	33	4.40	1.09
(3) Low in orientation	20	33	4.05	1.47
TOTAL	61	100%	4.29	1.33

F (2,58) = 0.496 (NS, but a trend)

* Code:
1. Less than high school
2. Some high school
3. Completed high school
4. Some college
5. Completed college
6. Advanced or professional degree

TABLE 9 - continued

Q. 7. How far did your mother go in school?

Instrumental Orientation

	N	%	Mean of Educational Level*	S.D.
(1) High in orientation	23	37	3.78	1.04
(2) Average in orientation	23	37	3.74	1.25
(3) Low in orientation	17	26	4.41	0.87
TOTAL	63	100%	3.94	1.10

F (2,60) = 2.248 (NS, but a trend)

Intellectual Orientation

	N	%	Mean of Educational Level*	S.D.
(1) High in orientation	21	34	3.95	1.12
(2) Average in orientation	20	33	3.90	1.21
(3) Low in orientation	20	33	3.75	1.02
TOTAL	61	100%	3.87	1.10

F (2,58) = 0.179 (NS, but a trend)

* Code:
1. Less than high school
2. Some high school
3. Completed high school
4. Some college
5. Completed college
6. Advanced or professional degree

C. Closeness to Parents

The final factor possibly related to the importance which the parents placed on education lies in the closeness of the parents to the student, since emotional closeness provides a measure with which to infer the transmission of supportiveness for education from parent to child. Analysis of the entire sample showed both black and white opportunity students to be significantly closer in their relationship to their mother than the father, with a slight, but not significant tendency in the same direction among both black and white random sample students.

TABLE 10

Closeness to Parents

Q. 23 How close do you feel to your mother?

		White Opportunity		White Random Sample		Black Opportunity		Black Random Sample	
		Men	Women	Men	Women	Men	Women	Men	Women
1.	Extremely close	2 14%	13 50%	8 23%	11 37%	26 46%	27 45%	9 43%	17 52%
2.	Quite close	8 58%	3 12%	17 50%	10 33%	21 36%	18 30%	7 33%	9 27%
3.	Fairly close	2 14%	4 15%	7 21%	7 23%	6 10%	9 15%	3 14%	5 15%
4.	Not very close	2 14%	6 23%	1 3%	2 7%	3 5%	4 7%	2 10%	2 6%
5.	Parent deceased or doesn't have any contact with me now	0	0	1 3%	0	2 3%	2 3%	0	0
	TOTAL	14 100%	26 100%	34 100%	30 100%	58 100%	60 100%	21 100%	33 100%

Q. 23 How close do you feel to your father?

		White Opportunity		White Random Sample		Black Opportunity		Black Random Sample	
		Men	Women	Men	Women	Men	Women	Men	Women
1.	Extremely close	0	6 24%	7 21%	8 27%	12 21%	11 19%	6 29%	7 22%
2.	Quite close	3 21%	4 16%	15 44%	12 40%	18 32%	12 20%	7 33%	11 35%
3.	Fairly close	2 14%	4 16%	10 29%	5 17%	13 23%	18 31%	5 24%	9 28%
4.	Not very close	4 29%	7 28%	1 3%	3 10%	6 10%	10 17%	2 9%	4 12%
5.	Parent deceased or doesn't have any contact with me now	5 36%	4 16%	1 3%	2 6%	8 14%	8 13%	1 5%	1 3%
	TOTAL	14 100%	25 100%	34 100%	30 100%	57 100%	59 100%	21 100%	32 100%

The increased closeness to the mother among Opportunity students may be related to the percentage of separation and subsequent absence of the father due to divorce and/or death among the Opportunity students. Twenty-two percent of both the black and white Opportunity students reported their parents were divorced or separated. An additional eight percent of the black Opportunity students, and 16 percent of the white Opportunity students, reported their fathers were deceased. Of those black Opportunity students whose parents were separated, 86% lived with their mother, 7% with their father, and 7% with someone else. The marital relationship among the parents of black and white random sample students was very similar, with approximately 90 percent of both parents living together.

Analysis of the black Opportunity students in terms of closeness to parents brought out an interesting distinction between the students of instrumental and intellectual orientations. Students of instrumental orientations were closer to both parents than were students of intellectual orientations. This is particularly evident when "closeness to mother" is considered. The instrumentally oriented students were closer to the mother while intellectually oriented students had a more distant relationship with their mother. The relationship for the intellectual students was significant at the .05 level.

TABLE 11

Closeness to Mother-Father
Among Instrumental-Intellectually Oriented
Black Opportunity Students

Orientation	Closeness to Mother N=118	Closeness to Father N=116
Instrumental	-0.15	-0.14
Intellectual	+0.20*	0.02

* Significant at the .05 level

Positive correlation related to decreased closeness

Negative correlation related to increased closeness

Summary

Parental supportiveness and influence concerning educational objectives, if it had an effect at all, affected the students who now have instrumental orientations. The mothers of the Opportunity students were more influential than the fathers, so that if the mother pushed her child to college, she pushed in specific goal oriented ways, tending to perceive college as a means to a better job, higher income, and a better life. Parental pressure to attend college had little, if any, affect upon students with intellectual orientations.

To summarize the comparisons of black Opportunity students of instrumental and intellectual orientations, students with intellectual orientations are more likely to have parents who express broader intellectual interests and greater personal involvement in educational activities and who place less importance on attending college so that the student himself made the decision to attend college to a greater extent than students with instrumental orientations. Also, the parents of students with intellectual orientations placed less emphasis on education as a means to an end as evident among the instrumental students.

The fact that the parents of instrumentally oriented students had greater influence in their children getting to college, with no greater (and actually even less) general involvement in their children's early educational experiences, suggests that they viewed college in specific, goal-oriented terms. Instrumental students come from a home very oriented toward attending college as an end in itself. Intellectual students come from a home where the parents have been involved in the educational process since early childhood. There is less emphasis on attending college as an end in itself and more emphasis on the continuing process of education. Both seem relevant backgrounds for their children's orientations. The instrumental students ~~closeness~~ to their parents ties in with more black friends discussed in Chapter 6.

CHAPTER V

The Black Opportunity Student's Experience at the University of Michigan

This chapter discusses the black Opportunity student's perceptions of the University of Michigan, the norms perceived as characteristic of the Michigan atmosphere, and the relationship of these perceptions to instrumental and intellectual orientations. Understanding the student's perceptions of Michigan serves as a backdrop for discussing the problems and tensions which black students experience, and the types of experiences which they identify as most meaningful in their life at the University of Michigan.

A. Perceived Atmosphere of Michigan

Colleges have certain characteristics and norms which can be described by a majority of students. One's perception of those characteristics will vary with the orientation of the student toward the University and will be dependent upon the importance which the student places on a variety of factors. Analagous to wearing different shades of glasses, the student's perception of the Michigan atmosphere will be tinted by his orientation to the college experience and, perhaps, by his race. Two groups of questions were used to assess the perceived atmosphere of Michigan. One group involved a series of questions with opposing pairs of phrases or adjectives which might be used to describe the Michigan atmosphere. Students were asked to choose, for each pair of phrases, the alternative that indicates how much the student felt either phrase characterized the Michigan atmosphere. One item involved the degree to which the student feels whether a genuine or superficial academic concern and interest characterizes the Michigan atmosphere. The degree to which this factor is characteristic of Michigan involves a continuum from "choice A" being very characteristic to "choice B" being very characteristic, as in the following example.

	A is very characteristic of the Michigan atmosphere	A is fairly characteristic of the Michigan atmosphere	Neither A nor B is characteristic of the Michigan atmosphere	B is fairly characteristic of the Michigan atmosphere	B is very characteristic of the Michigan atmosphere
A. Genuine academic concerns and interests	☐	☐	☐	☐	☐
B. Superficial academic concerns and interests	☐	☐	☐	☐	☐

The second series of questions used to assess student perceptions of the Michigan atmosphere involved questions attempting to determine the specific influences the college experience may have had upon the student. Given a list of possible influences, the student reported the extent to which he felt the college had influenced him thus far, as in the following example. (See _Questionnaire_, Q. 75, in Appendix C.)

Interest in art and music:

5	4	3	2	1
marked increase	some increase	no change	somewhat less	much less than when I entered college

Responses were factor analyzed and factor loadings were used to combine items to form indices which were then correlated with race and student orientations.

1. Supportiveness with Regard to Race

a. Analysis of Racial Differences

The following hypotheses relate race and attitudes toward race relations.

Hypothesis One:

> White students, more frequently than blacks, will report a genuine acceptance of black students as fairly characteristic of the Michigan atmosphere.
>
> Conversely, black students, more frequently than whites, will report a superficial acceptance of black students as fairly characteristic of the Michigan atmosphere.

Hypothesis Two:

> White students, more frequently than blacks, will report somewhat friendlier feelings toward students of other races and a greater belief in integration since coming to the University.
>
> Conversely, black students, more frequently than whites, will report somewhat more antagonistic feelings toward students of other races and a greater belief in separatism since coming to the University.

It is important to recognize that the black students are not a monolithic group. Within the black student group, these attitudes of superficial acceptance and antagonism toward whites are a function of the black student's acceptance of black separatist ideology, which leads to the following hypothesis.

Hypothesis Three:

> The greater the black student's acceptance of black separatist ideology, the more likely he will report a superficial acceptance of black students at the University and more antagonistic feelings toward students of other races.
>
> Conversely, the less the black student's acceptance of black separatist ideology, the less likely he will report a superficial acceptance of black students and antagonistic feelings toward students of other races.

The rationale for the hypotheses involving white students assumes liberalism increases during the college years and, therefore, acceptance of students of other races will also increase. Coincident with increasing liberalism is the opportunity for interracial discussions which may lead to mutual understanding.

The black student's feeling of superficial acceptance and antagonism toward students of other races is an indication of the black student's distrust of whites. It is also an indication of an increasing lack of trust rather than increasing communication and mutual understanding.

Three questions concerning race relations provided the most significant black-white differences in the study. These three questions assess the genuineness-superficiality of the white acceptance of black students at Michigan, the self-reported changes in attitudes toward "people of other races" since coming to Michigan, and attitudes about separatism and integration. No other questions resulted in the extremes of black-white responses as these three questions.

The hypotheses were supported by the data as indicated in the following tables.

TABLE 12

Frequency and Percentage Distribution Regarding Genuine or Superficial Acceptance of Negro Students

Q. 74 Below are a number of pairs of phrases which might be used to describe the Michigan atmosphere. Check the alternative that indicates how much you feel either phrase characterizes the Michigan atmosphere.

	WOA		WRS		BOA		BRS	
	N	%	N	%	N	%	N	%
A. Genuine acceptance of Negro students is very or fairly characteristic of the Michigan atmosphere (Code # 1 & 2)	24	60%	40	63%	19	16%	9	17%
Neither alternative is characteristic of the Michigan atmosphere (Code #3)	2	5%	8	12%	15	13%	7	13%
B. Superficial acceptance of Negro students is very or fairly characteristic of the Michigan atmosphere (Code # 4 & 5)	14	35%	16	25%	81	67%	37	69%
Non Ascertainable:	0	0%	0	0%	4	4%	1	1%
TOTAL:	40	100%	64	100%	119	100%	54	100%

TABLE 13

Frequency and Percentage Distribution Regarding Feelings about other Races Total Sample

Q. 75 Another thing we're interested in is the more specific influences the college experience may have had on you. In what ways have your ideas about race and race relations changed at Michigan?

Feelings about other races	WOA		WRS		BOA		BRS	
	N	%	N	%	N	%	N	%
Much friendlier (somewhat friendlier) feelings toward people of other races now (Code # 5 & 4)	22	55%	27	42%	18	15%	8	15%
No change (Code #3)	18	45%	33	52%	47	39%	22	41%
Much more (somewhat more) antagonistic feelings toward people of other races now (Code #2 & 1)	0	0%	4	6%	53	45%	24	44%
Non Ascertainable:	0	0%	0	0%	1	1%	0	0%
TOTAL:	40	100%	64	100%	119	100%	54	100%

TABLE 13--Continued

Attitudes about separatism and integration	WOA		WRS		BOA		BRS	
	N	%	N	%	N	%	N	%
Much more (somewhat more) belief in integration now (Code #5 & 4)	15	38%	29	45%	22	18%	6	11%
No change (Code #3)	21	54%	26	41%	36	30%	22	41%
Much more (somewhat more) belief in black separatism now (Code #2 & 1)	3	8%	8	13%	59	50%	26	48%
Non Ascertainable:	0	0%	1	1%	2	2%	0	0%
TOTAL:	40	100%	64	100%	119	100%	54	100%

Sixty-one percent of the white student, both random sample and white Opportunity students, felt that "a genuine acceptance of Negro students was very or fairly characteristic of the Michigan atmosphere" while 68 percent of the black students reported that a "superficial acceptance of Negro students was fairly or very characteristic of the Michigan atmosphere." (See Table 12). Similar but less extreme results involved self reported changes concerning feelings toward students of other races and attitudes about separatism and integration. As a result of the college experience, 47 percent of the whites responded that they have friendlier feelings toward students of other races compared with only 15 percent of the black students. Forty-four percent of the blacks but only four percent of the whites felt more antagonistic toward students of other races. (Table 13). Similarly, 42 percent of the white students reported greater belief in integration compared with 16 percent of the black students.

Forty-nine percent of the blacks indicate greater belief in black separatism since coming to the University compared with 11 percent of the white students. (Table 13).

Responses to the integration-separatism question were very likely affected by the strong national feeling of black consciousness when this survey was conducted. The growing awareness of black pride and black identity was evident throughout the country at the time of data collection (Spring, 1969) and is even greater today. Nevertheless, the attitude of black students is clear. Underlying other attitudes toward their educational experience, which I will discuss below, is the predominant feeling among black students of a superficial acceptance by whites, including both the Opportunity students who are the foci of this study, and the black random sample students. In terms of their experience thus far at the University, black students report more antagonistic feelings toward students of other races and a greater belief in separatism than integration. These perceptions contrast with those held by the white students and represent the most significant racial differences in the study.

b. Relationship of Perceptions and Orientations

Responses to these three questions involving racial attitudes among the black Opportunity students were analyzed to determine if students with instrumental and intellectual orientations felt more or less strongly about these issues. There was not sufficient variance in the responses of black students to these three variables to result in a significant relationship between instrumental and intellectual orientations and a genuine or superficial acceptance of black students;

a friendlier or more antagonistic feeling toward people of other races; and a greater belief in integration or separatism.

TABLE 14

Statistics Regarding Race Relations Variables

Black Opportunity Students

Variable	N	Mean	S.D.
Genuine - superficial acceptance of black students (Q.74, #5) 1 = Genuine acceptance is very characteristic of the Michigan atmosphere 5 = Superficial acceptance is very characteristic of the Michigan atmosphere	115	3.93	1.29
Friendlier - more antagonistic feelings toward people of other races (Q.75, k) 1 = Much more antagonistic feelings toward people of other races 5 = Much friendlier feelings toward people of other races	118	2.66	0.96
Belief in integration or separatism (Q.75, l) 1 = Much more belief in black separatism 5 = Much more belief in integration	117	2.64	1.03

TABLE 15

Correlation Matrix of Instrumental and Intellectual Orientations with Race Relations Variables

Black Opportunity Students

Variable	Instrumental Orientation N = 118	Intellectual Orientation N = 110
Genuine acceptance of blacks	- 0.03	0.03
Friendlier feeling toward people of other races	0.14	- 0.02
Belief in integration	0.13	- 0.05

None of the correlations are statistically significant at the .10 level or less.

A positive correlation indicates that students higher in the given orientation more often express the particular attitude

A negative correlation indicates that students higher in the given orientation less often express the particular attitude

The lack of significance among students of intellectual orientations as shown in Table 15 and a belief in integration-separatism is interesting in light of the black intellectual's greater tendency to have white friends.[1]

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[1] A detailed discussion of peer selection occurs in Chapter 6, p. 154.

One might hypothesize that the tendency to have white friends would be related to greater belief in integration. Yet, there is no significant correlation between black students with white friends and belief in integration. The reason for this apparent paradox may be that the intellectually oriented tend to be more militant, as exemplified in their greater allegiance with the Black Panther organization and a rejection of the National Association for the Advancement of Colored People (NAACP), which has a more integrationist approach.[2]

A fourth and final question utilized to assess the supportiveness or antagonism perceived in the Michigan environment concerns the extent to which black students, as a group and by orientations, experience difficulty in the following four areas: difficulty in joining groups; competition for grades; prior faculty judgement regarding one's ability; and unfriendliness on the part of white students. (See Table 16).

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[2] See Chapter 7 for a discussion of attitudes toward civil rights organizations.

TABLE 16

Problems Experienced by Black Opportunity Students Frequency and Percentage Distribution

Q. 95 We're interested in problems or stressful situations that black students may have at Michigan. Have you experienced any of the following situations here at Michigan? (Total N = 119)

	A very big problem		Somewhat of a problem		Not really a problem		Non ascertainable		Total	
	N	%	N	%	N	%	N	%	N	%
Difficulty in joining groups	12	10%	28	24%	76	64%	3	2%	119	100%
Competition for grades is more than I anticipated	27	22%	50	42%	40	34%	2	2%	119	100%
Faculty seem to judge me as a second class student	17	14%	51	43%	49	41%	2	2%	119	100%
White students don't make friends with me	5	4%	18	16%	93	78%	3	2%	119	100%

The most significant problem experienced by black Opportunity students as a group were competition for grades and the feeling that "faculty judge me as a second class student," which were rated as a "very big problem" by 22 percent and 14 percent respectively of the black Opportunity students. When the options of "a very big problem" and "somewhat of a problem" are combined, the problems of competition for grades and "faculty seem to judge me as a second class student" are reported as problems by 65 percent and 57 percent of the black Opportunity students. Difficulty joining groups was listed as a problem by 34 percent of the students, while 20 percent reported that "white students don't make friends with me" as either a very big problem or somewhat of a problem.

When analyzed by orientations, it is very evident that students with instrumental orientations tend to perceive an environment which is not particularly supportive for them, in marked contrast with students of intellectual orientations. (See Table 17).

TABLE 17

Problems Experienced by Black Opportunity Students of Instrumental and Intellectual Orientations Correlation Matrix

Problem	Instrumental Orientation	Intellectual Orientation
a. Difficulty in joining groups N = 116	0.21*	- 0.05
b. Competition for grades is more than I anticipated N = 117	0.19*	- 0.28**
c.. Faculty seem to judge me as a second class student N = 117	0.33**	- 0.15
d. White students don't make friends with me N = 116	0.07	- 0.03

A positive correlation indicates that students higher in the given orientation more often experience the particular problem

A negative correlation indicates that students higher in the given orientation less often experience the particular problem

* = ≤.05 level

** = ≤.01 level

Difficulty in joining groups and feeling that "competition for grades is more than I anticipated" are significant problems at the .05 level for the students with instrumental orientations which contrasts with the students of intellectual orientations for whom competition was much less of a problem. There was no significant correlation (-0.05) between an intellectual orientation and experiencing difficulty joining groups. Also feeling that "competition for grades is greater than anticipated" is negatively correlated (-0.28) with intellectually oriented students at the $<.01$ level.

Students of instrumental orientations feel that faculty seem to judge them as a second class student ($<.01$) whereas the intellectually oriented students do not feel this is a significant problem.
The feeling of being judged as a second class student has a positive correlation (+.34), significant at the $<.01$ level, with the question of "competition for grades being more than I anticipated;" as indicated above, instrumental students also felt this academic pressure more frequently than intellectually oriented students. This suggests that the instrumental students' greater sensitivity to the issue of "second class citizenship" is related to their greater academic insecurity.

TABLE 18

Correlation Matrix of Problems Experienced by Black Opportunity Students

	Difficulty in joining groups N = 116	Competition for grades more than anticipated N = 117	Faculty judge a second class student N = 117
Competition for grades more than anticipated	0.31**		
Faculty judge a second class student	0.31**	0.34**	
White students not friendly N = 116	0.31**	0.19*	0.16

* = ≤.05 level

** = ≤.01 level

Variable	N	Mean	S.D.
Competition for grades	117	2.11	0.75
Faculty judge a second class student	117	2.27	0.70
White students not friendly	116	2.76	0.52

Code ranges from 1 to 3: 1 = A very big problem

3 = Not really a problem

It is interesting to note that the question concerning "white students don't make friends with me" was combined through factor analysis with the three questions involving competition, difficulty in joining groups, and feelings of faculty rejection.[3] The students with instrumental orientations are not experiencing a personal rejection; the basic problem is academic insecurity and feelings of rejection are related to academic insecurity. There was no significant correlation between unfriendliness on the part of white students and instrumental (0.07) and intellectual (-0.03) orientations.

As indicated in the following table, approximately eighty percent of all black students felt that unfriendliness among whites was "not really a problem at all." Among the entire group of black students in the study, only the black Opportunity women, and only eight percent of the total sample of black Opportunity women, reported unfriendliness on the part of white students as a "very big problem." No black Opportunity men, nor women or men in the black random sample identified unfriendliness in the "very big problem" category.

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[3] See Appendix H, Table 108 for correlation and factor loadings.

TABLE 19

"White Students don't Make Friends with me" Frequency and Percentage Distribution Among Total Black Sample

Q. 95 We're interested in problems or stressful situations that black students may have at Michigan. Have you experienced any of the following situations here at Michigan?

Item g: "White students don't make friends with me."

	Black Opportunity Students				Black Random Sample			
	Men		Women		Men		Women	
	N	%	N	%	N	%	N	%
A very big problem	0	0	5	8	0	0	0	0
Somewhat of a problem	10	17	8	13	2	9	6	18
Not really a problem at all	46	79	47	77	18	86	26	79
Non ascertainable	2	4	1	2	1	5	1	3
TOTAL	58	100%	61	100%	21	100%	33	100%

Before progressing further in discussion of the data, it may be helpful to briefly summarize the findings regarding the lack of supportiveness which black Opportunity students as a group perceive in the University of Michigan environment. When viewed in the context of "what is it like to be a black student at the University of Michigan," the basic feeling which underlies other attitudes about Michigan is a superficial acceptance of black students, and a feeling that, as a result of their experience thus far at the University, they have become somewhat more antagonistic toward students of other races.

When the self-reported changes in attitudes among blacks (more antagonistic toward students of other races, greater belief in separatism) are combined with a feeling that superficial acceptance of black students by white students characterizes the Michigan atmosphere, and when these perceptions of blacks are directly opposed to the feelings of the majority of white students, it is obvious that the University needs to be aware of the increasing polarization between blacks and whites and to take steps to ameliorate a potentially disruptive situation.

2. Other Perceptions Regarding the Atmosphere of Michigan

Three other perceptions of the Michigan atmosphere which provided further insight into the attitudes of students with instrumental and intellectual orientations were the following: (1) interest in academic and social concerns; (2) encouragement for vocational specialization; and (3) the degree to which the collegiate experience is perceived to have enhanced personal growth and development.

a. Academic and Social Concern

Students holding instrumental orientations perceive the Michigan atmosphere as having genuine academic concerns ($<.01$), an interest in culture and intellectual ideas ($<.01$), and as having a moderate degree of concern about social issues and problems ($>.10$). There was no significant correlation between the academic concerns questions, i.e.: interests in academic concerns, culture, and intellectual ideas, and students with intellectual orientations. The intellectual students also felt that the Michigan atmosphere was not highly concerned with social issues and problems, significant at the .10 level. These results are to be expected because the intellectually oriented students are more concerned with intellectual ideas and social issues than the instrumentally oriented students; they are consequently likely to feel that the campus as a whole is less involved than they with these concerns.

TABLE 20

Correlation Matrix of Instrumental and Intellectual Orientations with Variables Involving Perceived Academic and Social Concerns at the University of Michigan

Instrumental and Intellectually Oriented Black Opportunity Students

Characteristics of the Michigan Atmosphere	Instrumental	Intellectual
Genuine academic concerns and interests N = 113	0.26^{**}	- 0.07
Genuine interest in culture and intellectual ideas N = 113	0.40^{**}	- 0.10
Greatly concerned about social issues and problems N = 113	0.15	-0.18^{*}

* = .10 level

** = ≤.01 level

Positive correlation indicates that students higher in the given orientation more often express the particular interest or concern.

Negative correlation indicates that students higher in the given orientation less often express the particular interest or concern.

b. Encouraging Vocational Specialization

Another issue which I wanted to explore was the extent to which students perceived the Michigan atmosphere as encouraging early vocational specialization or encouraging students to "try out" and to think through a variety of fields prior to making a decision.
My hypothesis was: "Students with instrumental orientations would perceive Michigan as encouraging students to think through the vocational question and not encourage early specialization."
My reasoning involves the higher goal orientation among students with instrumental orientations coupled with the idea that individuals who score at the extremes (high or low) on a given dimension are likely to be more sensitive to the absence or presence of that dimension than individuals with more moderate feelings. In this example, students with higher goal orientation will be more likely to perceive encouragement to think through one's vocational plans which is contrary to their orientation. The hypothesis was supported by the data as indicated in the following table.

TABLE 21

Correlations between Perceived Encouragement for Early Vocational Specialization at the University of Michigan and Instrumental and Intellectual Orientations

Black Opportunity Students

	Instrumental Orientation N = 118	Intellectual Orientation N = 110
Encouraging early vocational specialization rather than encouraging students to "try out" and think through a variety of fields is characteristic of the Michigan atmosphere N = 112	- 0.17*	0.05

* = ≤.10 level

c. Positive Attitude Toward the College Experience

A series of questions assessed the specific influences which the college experience may have had upon the student in terms of influencing him in the following areas: clarity of occupational plans; increased ambition; excitement and enthusiasm about learning; concern about social issues and problems; greater self confidence; and greater clarity about the "general direction I want to take in life." The general trend was for students to respond that college had influenced them in the positive direction in which college is considered to have an impact: i.e., greater clarity of occupation plans, increased ambition, etc., as in the following table. Rather than accept these results at face value, an index consisting of six variables formed through factor analysis was created to assess the "positive attitude toward the college experience." Correlations and factor loadings are in Table 109 in Appendix H. A positive attitude was defined as a general increase in the six items which compose the index. When the index was analyzed against the orientations of black Opportunity students, with one exception, the instrumentally oriented students had a significantly positive attitude toward the college experience as indicated in Table 23.

TABLE 22

Perceived Influence of the College Experience among Black Opportunity Students

Frequency and Percentage Distribution

Q. 75 Another thing we're interested in is the more specific influences the college experience may have had for you. As far as you can judge, to what extent has the college influenced you in each of the following?

	Much More Clear or Marked Increase N	%	Somewhat Clearer or Some Increase N	%	No Change N	%	Somewhat Less Clear or Some Decrease N	%	Much Less Clear or Marked Decrease N	%
Clarity of occupational plans:	13	11	53	45	41	34	7	6	5	4
Ambition:	25	21	51	43	28	23	13	11	2	2
Excitement and enthusiasm about learning:	15	13	51	43	28	23	19	16	6	5
Concern about social issues and problems:	31	26	61	51	26	22	0	0	1	1
Self-confidence:	22	19	51	43	26	22	17	14	3	2
Clarity about the general direction I want to take in life, life goals:	17	14	65	55	27	23	7	6	3	2
Non Ascertainable	0	0	0	0	0	0	0	0	0	0
TOTAL:	119	100%	119	100%	119	100%	119	100%	119	100%

TABLE 23

Correlation Matrix of Variables Assessing Attitudes toward the College Experience among Instrumental and Intellectual Orientations

Black Opportunity Students

Q. 75 Another thing we're interested in is the more specific influences the college experience may have had for you. As far as you can judge, to what extent has the college influenced you in each of the following?

Variables		Instrumental Orientation N = 118	Intellectual Orientation N = 110
Index: Positive Attitude toward the college experience	N=119	0.18^{*}	0.11
Much greater clarity of occupational plans	N=119	0.11	0.01
Marked increase in ambition	N=119	0.32^{***}	- 0.12
Much more excitement and enthusiasm about learning	N=119	0.19^{**}	0.10
Much greater concern about social issues and problems	N=119	- 0.08	0.17^{*}
Marked increase in self-confidence	N=119	0.03	0.15
Much greater clarity about the general direction I want to take in life, life goals	N=119	0.04	0.12

* = .10 level

** = .05 level

*** = < .01 level

Positive correlation indicates that students higher in the given orientation more often experience the particular influence.

Negative correlation indicates that students higher in the given orientation less often experience the particular influence.

Separate analysis of the six variables reveals that students with instrumental orientations indicated marked increase in ambition ($<.01$) and enthusiasm about learning (.05). There was no significant correlation between students of intellectual orientation with the index assessing a "positive attitude toward the college experience," nor did the intellectually oriented students indicate a sufficient increase in any specific variable to be significant at the .05 level.

d. Summary

Despite the superficial acceptance by whites which the large majority of black students experience, the instrumentally oriented students perceive a genuine interest in academic concerns and ideas at Michigan, attribute increased ambition and enthusiasm for learning to their college experience, and feel rather positive about the whole experience in spite of the problems of academic competition and difficulty in joining groups. The intellectually oriented students do not perceive the University as genuinely interested in academic concerns nor do they feel influenced by the college experience in traditionally defined ways, or indicate specific academic and personal problems. The instrumentally oriented students have certain problems, particularly involving competition and academic standards, but they feel they got more from the experience than the intellectually oriented students. They are working toward the degree and will receive the pay off they are looking for. The intellectually oriented students have academic security but feel less satisfied with the academic experience than the instrumentally oriented students.

In the next section we will note that the students with instrumental orientations, those who want to do well academically, to become well prepared for an occupation, who are desirous of raising their socio-economic status, and who report a positive attitute toward their college experience, are most likely to experience academic pressure and resulting self questioning.

B. Anxieties and Problems Experienced

1. General Comments

The previous section discussed the black student's perception of the Michigan atmosphere as it relates to the feeling of a lack of supportiveness for blacks within the University. This section focuses on the tensions and problems which students with instrumental and intellectual orientations experience. The following section discusses the types of experiences within the academic environment which students find most meaningful. These two sections differ from the previous section in two very important ways. The former section stressed differences in the supportiveness of blacks by white and black respondents. On issues other than race relations, there are so few,if any, significant differences in the responses of students when analyzed by race, socio-economic level (such as Opportunity Award recipient) or sex that such comparisons are not illuminating except to highlight specific items. This means that students in general are experiencing similar problems regardless of racial, socio-economic and sex differences. The second point is a derivative of this "homogeneous" quality. Since so few significant differences in responses were related to race, socio-economic background, or sex, it seemed likely that analysis by orientations would provide greater insight into existing differences than analysis based on race, etc., as separate variables. No attempt is made to prove casual relationships or interaction effects between orientation and specific experiences. The following discussion is based on analysis of the responses of the black Opportunity students as a group, followed by separate analysis of the instrumental and intellectually oriented students. Where differences attributable to racial, economic, or sex differences occur, specific mention will be made.

2. Among Black Opportunity Students

Two questions in the Questionnaire listed a broad variety of experiences or situations which college students often describe as problems or crises during the college years. One question asked students to indicate the factor or factors which adversely affected their attaining an attempted grade point average, while a second question asked the students to rate the degree to which a variety of experiences or situations were a problem. The total of thirty-nine sometimes overlapping and related situations were reduced to the following five areas in which students experienced problems:[4] (1) academic press and resulting self questioning; (2) lack of interest in courses, lack of self-discipline; (3) system blame; a tendency to blame the system rather than oneself for problems or failures; (4) feeling lost and overwhelmed by the University; and (5) family problems. Some of these areas are significantly related to students holding specific orientations while certain items within these broad areas are experienced to a degree by all students regardless of orientation. It is these latter problems experienced by black Opportunity students regardless of orientation which I will discuss first before turning to the problems experienced by students of instrumental and intellectual orientations.

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[4] Please refer to Appendix H, Table 110 for correlation and factor loadings of these indices.

TABLE 24

Factors Involving Academic Pressure and Resulting Self-Questioning Black Opportunity Students

Frequency and Percentage Distribution

Q. 56 Many different factors may make it difficult for students to attain the grade average they have "actually tried for." Think of yourself. CHECK ALL THAT ARE APPLICABLE of the following factors that you feel made it difficult for you to attain the grade average you have "actually tried for."

	Not Identified as a Problem		Identified as a Problem		Total	
	N	%	N	%	N	%
Heavy academic demands	83	70	36	30 =	119	100%
High school preparation	77	65	42	35 =	119	100%
My ability	106	89	13	11 =	119	100%
Stiff competition	80	67	39	33 =	119	100%
Tension and anxiety about grades	86	72	33	28 =	119	100%

Thirty-five percent of the black Opportunity students indicated that high school preparation was a factor in their experiencing academic pressure and difficulty in attaining the grade point average they actually tried to achieve. Students are very conscious of differences in the quality of academic preparation and comment upon factors such as the quality, or lack of quality, in teaching and educational facilities in their secondary schools. In interviews with students conducted as a part of this research, several students commented that prior to their freshman year, they had not experienced classes which utilized more than one conceptual approach in analyzing a situation and consequently felt unprepared for classes and examinations requiring them to compare and contrast various theories related to a given issue.

- In addition to the quality of teaching, students mention the lack of emphasis on academic prepration in high school and among many of their friends who do not plan to attend college, and the poor quality of educational facilities, particularly laboratory equipment.

The identification of high school preparation as a problem area was one of the few factors in which there were significant differences in the responses of black Opportunity students and the white random sample. Approximately 35 percent of the black Opportunity students, 40 percent of the white Opportunity students, and 24 percent of the black random sample identified high school preparation as a factor contributing to academic pressure in contrast to only 11 percent of the white random sample. Sixty-seven (67) percent of the three groups and 89 percent of the white random sample did not identify high school preparation as a factor contributing to academic pressure.

TABLE 25

High School Preparation Identified as a Factor Contributing to Academic Pressure Total Sample

	High School Preparation Not a Factor N	%	High School Preparation Is a Factor N	%		Total N	%
White Opportunity Students	24	60	16	40	=	40	100%
White Random Sample	57	89	7	11	=	64	100%
Black Opportunity Students	77	65	42	35	=	119	100%
Black Random Sample	41	76	13	24	=	54	100%
TOTAL	199	72	78	28	=	277	100%

A problem experienced by students regardless of race or orientation involves a lack of interest in courses and/or a lack of self-discipline, and poor study habits, three variables which are highly intercorrelated. Among the total sample of students, poor study habits is highly correlated (+.70) with a lack of self-discipline, and (+.45) with lack of interest in courses. Approximately 45 percent of the black Opportunity students and also of the white random sample mentioned problems in this area. The high correlation between lack of self-discipline and poor study habits is interesting and helpful in interpreting the problem experienced by academic advisors and supportive services staff in advising students with poor study habits and/or low reading speed/comprehension to seek assistance in these areas, with a relatively low percentage of students initiating contact for assistance. Part of the problem is attributable to the doubt expressed by entering freshmen that they are in need of improving their study habits or reading speed, having performed well in high school, but the correlation of these variables strongly suggests that lack of self-discipline is also a factor.

TABLE 26

Factors Involving Lack of Self-Discipline Interest in Courses

Frequency and Percentage Distribution among Black Opportunity Students

	Students Who Do Not Identity These Factors As A Problem		Students Who Identify These Factors As A Problem		Total	
	N	%	N	%	N	%
Poor study habits	55	46	64	54 =	119	100%
My lack of interest in courses	71	60	48	40 =	119	100%
My self-discipline	70	59	49	41 =	119	100%
			Among the White Random Sample			
Poor study habits	38	59	26	41 =	64	100%
My lack of interest in courses	40	63	24	37 =	64	100%
My self-discipline	34	53	30	47 =	64	100%

3. Relationship of Problems and Student Orientations

Turning to a comparison of the problems experienced by students of instrumental and intellectual orientations, it is evident that the instrumentally oriented students, those who want to do well in their course work and become well prepared occupationally, feel tremendous pressure in the academic area. The whole idea of college and academic pressure is wrought with tension for the instrumentally oriented students. Within the area of academic press and resulting self-questioning, the instrumental students identified competition, anxiety about grades, and a "questioning of my academic abilities, - not doing as well as I had expected" as significant problems.

These students are also more likely to feel the system is against them in terms of "exams which don't permit me to show what I really know" and unfairness in grading, while students with intellectual orientations do not experience either of these problems, the finding for intellectual students was significant at the .05 level. These "system blame" factors take on additional significance when they are combined with the lack of supportiveness perceived by black students in general and those with instrumental orientations particularly, as discussed in the previous section (see p. 83). When problems of competition for grades and experiencing difficulty joining groups are combined with taking exams which "don't permit me to show what I really know" and a feeling that the grading is unfair, it becomes clear that the students with instrumental orientations do not feel part of the academic mainstream, in contrast with the intellectually oriented students for whom these factors were less of a problem.

TABLE 27

Correlation between the Academic Press and System Blame Indices and Instrumental and Intellectual Orientations among Black Opportunity Students

	Instrumental Orientations N = 118	Intellectual Orientations N = 110
Index: Academic press and resulting self-questioning N=119	0.18**	- 0.25***
Heavy academic demands N=119	0.06	- 0.17*
High school preparation N=119	0.15	- 0.16
My ability N=119	- 0.09	- 0.11
Stiff competition N=119	0.27***	- 0.20**
Tension and anxiety about grades N=119	0.19**	- 0.25***
Index: System Blame N=119	0.25***	- 0.16

* = .10 level

** = .05 level

*** = .01 level

Positive correlation indicates that students higher in the given orientation more often experience the particular problem.

Negative correlation indicates that students higher in the given orientation less often experience the particular problem.

TABLE 28

Relationship of System Blame Variables to Instrumental and Intellectual Orientations among Black Opportunity Students

The following two variables were identified as factors which made it difficult for respondents to attain the grade point average "actually tried for." (Q. 56 of Questionnaire). A third variable which composed the system blame index, "My reluctance to be at Michigan," was omitted since only 5 percent of the students indicated this as a factor in not attaining their attempted grade point average.

	Instrumental				Intellectual			
	N	%	Mean	S.D.	N	%	Mean	S.D.
Unfairness in grading								
(0) = Not a factor in difficulty attaining the grade point average attempted	98	83	11.35	3.10	91	83	56.30	13.64
(1) = Was a factor	20	17	13.00	2.77	19	17	51.21	10.75
TOTAL	118	100%	11.63	3.10	110	100%	55.42	13.29
	F (1,116) = 4.87		(<.05)		F (1,108) = 2.33		(NS)	
Exams that don't permit me to show what I really know								
(0) = Not a factor	65	55	10.95	3.15	61	55	57.25	12.73
(1) = Was a factor	53	45	12.45	2.86	49	45	53.14	13.74
TOTAL	118	100%	11.63	3.10	110	100%	55.42	13.29
	F (1,116) = 7.18		(<.01)		F (1,108) = 2.63		(NS)	

A fourth area in which students with instrumental orientations experience problems in contrast with the intellectually oriented students (the other three areas involved academic pressure, system blame, and difficulty in joining groups), involves a feeling of being lost and overwhelmed by the University. There is no relationship between this and instrumental orientations but there is a negative relationship (although not significant) between students high in intellectual orientations and feeling lost and overwhelmed. Students responded that they felt lost at Michigan "because it seemed so big and impersonal" combined with the experience of "meeting people who seemed to know so much more than I, who were more cosmopolitan or who had been around so much more than I."

The feeling of being overwhelmed by size and cosmopolitan nature of the student body contrasts with a personal isolation and loneliness, that is, a feeling that "I can't find individuals or groups who are really congenial and with whom I felt happy." The feeling of personal isolation and loneliness was not significantly related to either instrumental or intellectual orientations.

TABLE 29

Variables Related to Feeling Lost and Overwhelmed by the University
Frequency and Percentage Distribution
Black Opportunity Students

Q. 71 In the list below are some experiences or situations which college students often describe as crises or problems during the college years. You may have encountered some of these situations or problems during your life at Michigan. For each situation, please consider how much of a crisis or problem it has been for you.

	A Crisis That Bothered Me A Great Deal		A Problem That Bothered Me		I Had This Experience But It Didn't Bother Me Much		I Haven't Had This Experience		Total	
	N	%	N	%	N	%	N	%	N	%
Environmental Factors										
A feeling of being lost at Michigan because it seemed so big and impersonal	10	8	19	16	56	47	34	29	119	100%
The shock of meeting people who seemed to know so much more than I, who were more cosmopolitan or had been around so much more than I	8	7	34	28	51	43	26	22	119	100%
Personal Loneliness										
An inability to find individuals or groups who were really congenial and with whom I felt happy	3	2	19	16	27	23	70	59	119	100%
A feeling of isolation or loneliness	9	8	30	25	41	34	39	33	119	100%

TABLE 30

Correlation of Orientations to Variables Involving a Feeling of Being Lost and Lonely

Black Opportunity Students

	Instrumental Orientation N = 118	Intellectual Orientation N = 110
Environmental factors		
A feeling of being lost at Michigan because it seemed so big and impersonal	0.04	- 0.16
The shock of meeting people who seemed to know so much more than I, who were more cosmopolitan or had been around so much more than I	0.13	- 0.13
Personal loneliness		
An inability to find individuals or groups who were congenial and with whom I felt happy	- 0.22*[5]	+ 0.16
A feeling of isolation or loneliness	- 0.11	+ 0.09

* =<.05

Positive correlation indicates that students higher in the given orientation more often experience the particular problem.

Negative correlation indicates that students higher in the given orientation less often experience the particular problem.

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[5] The relationship between the inability to find individuals or groups who were congenial and instrumental orientations was not statistically significant when analyzed by analysis of variance. However, there was a definite trend for this particular problem to be less of a problem for students higher in instrumental orientation.

The only area in which students of intellectual orientations appear more likely to experience difficulty to a greater degree than students of instrumental orientations is in the relationship with their parents, although there is not a statistically significant relationship between family problems and higher intellectual orientations. You will recall that parental supportiveness for education and the influence of the mother in the student's decision to attend college was particularly strong for students of instrumental orientations, and that they tended to feel closer to their parents than students of intellectual orientations. The strength of emotional closeness and family supportiveness apparently continues in college so that students of instrumental orientations appear less likely to experience problems in the relationship with their parents than students of intellectual orientations, although this finding is not statistically significant.

TABLE 31

Correlation of Orientations to Variables
Involving Family Problems
Black Opportunity Students

	Instrumental Orientations N = 118	Intellectual Orientations N = 110
(Q. 71) A problem in my relationship with my parents N = 118	- 0.15	0.08
(Q. 71) Some family crisis like death, divorce in the family N = 118	- 0.07	0.02
(Q. 56) "Family problems," identified as one of the factors making it difficult to attain the desired grade average this semester N = 119	0.04	- 0.08

None of the correlations are statistically significant at the .10 level or less.

Positive correlation indicates that students higher in the given orientation more often experience the particular problem.

Negative correlation indicates that students higher in the given orientation less often experience the particular problem.

C. Important and Meaningful Experiences

Having discussed the perceptions of the University atmosphere and the problems of the instrumental and intellectually oriented black Opportunity students, we are ready to turn to the experiences identified as important and meaningful during their life at Michigan. The following hypotheses were proposed.

> Students with intellectual orientations will mention two types of experiences as particularly meaningful:
>
> 1. Cosmopolitan-Intellectual Experiences: knowing students from different backgrounds; having intellectual exchanges with friends; aesthetic experiences.
> 2. The importance of self-discovery, self-insight; the discovery and development of new interests and talents.
> 3. Students with instrumental orientations will mention class work, lectures, and academic life as most meaningful.
>
> Concerning the meaningfulness of the courses, classroom experience, and work done in connection with courses:
>
> 4. Students with intellectual orientations will find the courses intellectually challenging.
> 5. Students with instrumental orientations will not find the courses intellectually challenging.

The first three hypotheses were supported by the data; hypotheses four and five were not supported.

The questions regarding important and meaningful experiences largely confirmed the construction of the orientations and the hypotheses. Students with intellectual orientations identified intellectual types of experiences most meaningful and students with instrumental orientations identified academic, course-related experiences as most important. Beyond this, however, lie some very interesting findings regarding experiences which have an impact on all students regardless of orientation, experiences I refer to as "culturally broadening and enriching experiences" and "a search for identity." I will begin this section with intellectual and instrumental orientations (hypotheses one through four), the self-reported changes which these students feel the college has had upon them in terms of study habits, interest in art and music, attitudes toward traditional moral and religious beliefs, and then turn in greater detail to the "culturally broadening" and "identity-related" experiences.

1. Cosmopolitan-Intellectual Experiences

Students with intellectual orientations report that having cosmopolitan, intellectual experiences have been most meaningful to them. Particularly important are "knowing students from very different backgrounds;" "discussing ideas and having intellectual exchanges with friends;" and "opportunities for esthetic experiences such as music, drama, and art." Individually creative types of experiences such as individual study, research, writing, and art work are also important. There was no significant correlation between these activities and an instrumental orientation, while there was either a definite trend or a significant correlation for each of these activities with an intellectual orientation.[6]

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[6] A separate analysis was performed of these four variables with the respondent's year in school to determine if there was any relation between the responses to these items and year in school. The only significant finding involved the importance of "knowing students from very different backgrounds." As the data below indicates, knowing students from different backgrounds is more important to freshmen and sophomores and less important to the upperclass student.

TABLE 32

Relationship of the Importance of Various Experiences and Instrumental and Intellectual Orientations among Black Opportunity Students

Q. 70 "In the life you have led at the University, what experiences have been most important and meaningful to you?"

	Instrumental				Intellectual			
	N	%	Mean	S.D.	N	%	Mean	S.D.
Knowing students from different backgrounds								
of crucial importance	16	14	11.19	3.49	16	15	56.87	16.25
very important	42	37	11.33	3.10	38	36	59.84	12.53
fairly important	36	32	11.22	2.99	33	31	51.91	12.37
not too important	20	17	13.00	2.88	19	18	51.16	11.30
TOTAL	114	100%	11.57	3.12	106	100%	55.37	13.27
	F (3,110) = 1.747			(NS)	F (3,102) = 3.064			(<.05)
Discussing ideas-intellectual exchange with friends								
of crucial importance	24	22	11.54	3.05	24	23	58.79	15.43
very important	57	51	11.32	3.34	51	50	56.63	13.01
fairly important	30	27	12.03	2.84	28	27	53.36	11.30
TOTAL	111	100%	11.56	3.15	103	100%	56.24	13.20
	F (2,108) = 0.505			(NS)	F (2,100) = 1.141			(NS)

TABLE 32--Continued

	Instrumental				Intellectual			
	N	%	Mean	S.D.	N	%	Mean	S.D.
Experiences with music, drama, art:								
very important	17	15	10.71	3.74	15	14	63.13	13.63
fairly important	36	32	11.58	2.85	34	33	56.82	10.56
not too important	38	34	12.21	2.81	36	35	52.42	14.65
not at all important	21	19	11.67	3.04	19	18	50.42	13.14
TOTAL	112	100%	11.68	3.02	104	100%	55.04	13.45
	F (3,108) = 0.993			(NS)	F (3,100) = 3.440			(<.05)
Individual study, research, writing, art work:								
of crucial importance	9	8	13.00	3.32	9	8	58.78	13.29
very important	35	30	11.29	3.02	31	28	58.77	14.53
fairly important	48	41	11.71	3.34	46	42	54.78	11.51
not too important	21	18	11.52	2.87	20	18	51.45	13.08
not at all important	4	3	11.25	2.32	4	4	49.00	21.09
TOTAL	117	100%	11.63	3.11	110	100%	55.42	13.29
	F (4,112) = 0.562			(NS)	F (4,105) = 1.362			(NS)

2. Course Related Experiences

The most meaningful activity for students with instrumental orientations involved course-related experiences, both the classroom experiences as well as books read and other work performed in connection with the courses. There was a definite tendency for the instrumentally oriented students to find the courses not only interesting but very exciting and stimulating. As indicated in Table 34, there is a definite trend among the high instrumentally oriented students, but not among the high intellectually oriented students, to express greater interest in and receive stimulation from the course work (.05). The instrumental students also felt the courses challenged them to produce to the limits of their intellectual and creative capacities (.05) while no significant relationship was obtained for the intellectual students. In addition, students high in instrumental orientation are less likely to have felt "a real let down since my expectations of an academic challenge were not fulfilled." The highly intellectual students are more likely to have felt their expectations of an academic challenge were not fulfilled.[7]

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[7] These results are very similar to the instrumental and intellectually oriented students in the white random sample. See Appendix I, Table 115.

TABLE 33

Relationship of Academic Experiences to Instrumental and Intellectual Orientations among Black Opportunity Students

Q. 72 Thinking of all the courses you have had at Michigan, how often would you say you have had each of the following reactions?

		Instrumental				Intellectual			
		N	%	Mean	S.D.	N	%	Mean	S.D.
	I found the courses interesting:								
(1)	very often	9	7	13.22	1.79	9	8	56.11	11.71
(2)	fairly often	48	41	11.71	3.44	44	40	56.68	12.58
(3)	once in a while	53	45	11.43	3.00	48	44	54.40	13.41
(4)	rarely or never	8	7	10.62	2.45	9	8	54.00	18.54
	TOTAL	118	100%	11.63	3.10	110	100%	54.42	13.29
			F (3,114) = 1.156		(NS)		F (3,106) = 0.264		(NS)
	I found the courses not only interesting but very exciting and stimulating:								
(1)	fairly often	24	21	12.00	3.35	22	21	58.91	11.50
(2)	once in a while	59	52	11.85	3.24	57	54	55.09	13.39
(3)	rarely or never	30	27	10.67	2.58	26	25	52.65	14.11
	TOTAL	113	100%	11.57	3.12	105	100%	55.29	13.25
			F (2,110) = 1.735		(NS)		F (2,102) = 1.351		(NS)

TABLE 33--Continued

		Instrumental				Intellectual			
		N	%	Mean	S.D.	N	%	Mean	S.D.
	I found the courses dull:								
(1)	very often	22	20	11.59	2.84	22	22	55.54	13.89
(2)	fairly often	50	46	11.80	3.21	45	44	54.11	13.62
(3)	once in a while	37	34	11.13	3.21	35	34	57.26	12.14
	TOTAL	109	100%	11.53	3.12	102	100%	55.50	13.13
		F (2,106) = 0.482			(NS)	F (2,99) = 0.560			(NS)
	I was stimulated to do reading or other work beyond the course requirements:								
(1)	fairly often	9	8	12.00	4.06	9	9	57.67	11.52
(2)	once in a while	65	58	11.75	3.12	58	55	56.86	12.68
(3)	rarely or never	39	34	11.46	2.77	38	36	51.21	14.16
	TOTAL	113	100%	11.67	3.06	105	100%	54.89	13.32
		F (2,110) = 0.164			(NS)	F (2,102) = 2.340			(NS)

TABLE 33--Continued

		Instrumental				Intellectual			
		N	%	Mean	S.D.	N	%	Mean	S.D.
	I found the courses challenging me to produce to the limits of my intellectual and creative capacities:								
(1)	very often	20	17	13.25	2.63	20	18	51.45	12.27
(2)	fairly often	23	19	11.43	3.56	23	21	59.17	10.96
(3)	once in a while	48	41	11.79	3.01	41	37	53.63	14.03
(4)	rarely or never	27	23	10.30	2.67	26	24	57.96	14.04
	TOTAL	118	100%	11.63	3.10	110	100%	55.42	13.29
		F (3,114) = 3.813			(<.05)	F (3,106) = 1.810			(NS)
	I felt a real let-down since my expectations of an academic challenge were not fulfilled:								
(1)	very often	10	8	10.10	3.93	11	10	57.91	14.22
(2)	fairly often	22	19	11.27	3.22	20	18	60.70	12.99
(3)	once in a while	37	31	11.24	2.53	33	30	55.27	13.55
(4)	rarely or never	49	42	12.39	3.15	46	42	52.63	12.60
	TOTAL	118	100%	11.63	3.10	110	100%	55.42	13.29
		F (3,114) = 2.135			(NS)	F (3,106) = 1.905			NS)

TABLE 34

Relationship of Academic Experiences to Students High-Average-Low in Instrumental and Intellectual Orientations Black Opportunity Students

Q. 70 In the life you have led at the University, what experiences have been most important and meaningful to you? Check how important the following has been to you in your life at Michigan.

Classroom work--lectures, reading, classroom discussions

	Instrumental Orientation				Intellectual Orientation			
	N	%	Mean*	S.D.	N	%	Mean*	S.D.
(1) Students high in orientation	38	32	2.53	0.86	39	35	2.87	0.73
(2) Students average in orientation	36	31	2.81	0.67	37	34	2.76	0.76
(3) Students low in orientation	44	37	2.95	0.71	34	31	2.68	0.88
TOTAL	118	100%	2.77	0.77	110	100%	2.77	0.79

F (2,115) = 3.361 (<.05)   F (2,107) = 0.568 (NS)

* Code ranges from 1 to 5 : 1 = of crucial importance
5 = not at all important

TABLE 34--Continued

Q. 72 We'd like to know something about your reactions to the courses you've taken at Michigan--not only the classroom experience but the books you've read and the other work you've done in connection with the courses. Thinking of all the courses you have had at Michigan, how often would you say you have had each of the following reactions?

I found the courses interesting

	Instrumental Orientation				Intellectual Orientation			
	N	%	Mean*	S.D.	N	%	Mean*	S.D.
(1) Students high in orientation	38	32	2.26	0.76	39	35	2.41	0.78
(2) Students average in orientation	36	31	2.58	0.69	37	34	2.57	0.69
(3) Students low in orientation	44	37	2.66	0.71	34	31	2.59	0.82
TOTAL	118	100%	2.51	0.74	110	100%	2.52	0.76
	F (2,115) = 3.341			(<.05)	F (2,107) = 0.607			(NS)

* Code ranges from 1 to 4 : 1 = very often
4 = haven't had this experience

TABLE 34--Continued

I found the courses not only interesting but very exciting and stimulating

	Instrumental Orientation				Intellectual Orientation			
	N	%	Mean*	S.D.	N	%	Mean*	S.D.
(1) Students high in orientation	38	32	2.63	0.75	39	35	2.74	0.82
(2) Students average in orientation	36	31	3.19	0.79	37	34	3.05	0.66
(3) Students low in orientation	44	37	3.07	0.76	34	31	3.06	0.85
TOTAL	118	100%	2.97	0.79	110	100%	2.94	0.79
	F (2,115) = 5.630		(<.01)		F (2,107) = 2.020		(NS)	

I found the courses dull

	Instrumental Orientation				Intellectual Orientation			
	N	%	Mean*	S.D.	N	%	Mean*	S.D.
(1) Students high in orientation	36	31	2.31	0.86	38	35	2.29	0.84
(2) Students average in orientation	36	31	2.22	0.76	36	34	2.14	0.87
(3) Students low in orientation	43	38	2.19	0.85	33	31	2.12	0.78
TOTAL	115	100%	2.23	0.82	107	100%	2.21	0.82
	F (2,112) = 0.211		(NS)		F (2,104) = 0.304		(NS)	

* Code ranges from 1 to 4 : 1 = very often
4 = haven't had this experience

TABLE 34--Continued

I was stimulated to do reading or other work beyond the course requirements

	Instrumental Orientation				Intellectual Orientation			
	N	%	Mean*	S.D.	N	%	Mean*	S.D.
(1) Students high in orientation	38	32	3.10	0.65	39	35	2.97	0.87
(2) Students average in orientation	36	31	3.25	0.77	37	34	3.16	0.73
(3) Students low in orientation	44	37	3.16	0.80	34	31	3.41	0.61
TOTAL	118	100%	3.17	0.74	110	100%	3.17	0.76
	F (2,115) = 0.353			(NS)	F (2,107) = 3.092			(.05)

I found the courses challenging me to produce to the limits of my intellectual and creative capacities.

	Instrumental Orientation				Intellectual Orientation			
	N	%	Mean*	S.D.	N	%	Mean*	S.D.
(1) Students high in orientation	38	32	2.32	0.96	39	35	2.79	1.03
(2) Students average in orientation	36	31	2.75	1.02	37	34	2.51	1.04
(3) Students low in orientation	44	37	2.98	0.95	34	31	2.68	1.04
TOTAL	118	100%	2.69	1.01	110	100%	2.66	1.03
	F (2,115) = 4.749			(<.05)	F (2,107) = 0.703			(NS)

*Code ranges from 1 to 4 : 1 = very often; 4 = haven't had this experience

TABLE 34--Continued

I felt a real let-down since my expectations of an academic challenge were not fulfilled

	Instrumental Orientation				Intellectual Orientation			
	N	%	Mean*	S.D.	N	%	Mean*	S.D.
(1) Students high in orientation	38	32	3.34	0.88	39	35	2.79	1.06
(2) Students average in orientation	36	31	3.03	1.00	37	34	3.13	0.95
(3) Students low in orientation	44	37	2.84	0.99	34	31	3.21	0.98
TOTAL	118	100%	3.06	0.97	110	100%	3.04	1.00
	F (2,115) = 2.822			(<.10)	F (2,107) = 1.819			(NS)

* Code ranges from 1 to 4 : 1 = very often

4 = haven't had this experience

Consequently, hypotheses four and five were not supported by the data. In formulating these hypotheses, I assumed the academic coursework would be intellectually stimulating and particularly for the more conceptually oriented intellectual student. Similarly, I assumed the instrumental student would be less likely to appreciate intellectual complexities and find the courses less challenging. In retrospect, the intellectually oriented students do not appear sufficiently stimulated by the academic fare which does challenge the instrumental students to perform to the limits of their intellectual and creative capabilities.

3. Importance of Faculty

Interestingly enough, both the course related experiences and the importance of "getting to know faculty, seeing and talking with them outside of class" appear more important to the black instrumentally oriented student than to the black intellectual.

TABLE 35

Importance of Faculty to Students High-Average-Low in Instrumental and Intellectual Orientations Black Opportunity Students

Q. 70 In the life you have led at the University, what experiences have been most important and meaningful to you? Check how important the following experience has been to you in your life at Michigan.

"Getting to know faculty, seeing and talking with them outside of class."

	Instrumental Orientation			
	N	%	Mean*	S.D.
high in orientation	38	32	3.08	1.07
average in orientation	36	31	3.50	0.88
low in orientation	44	37	3.54	0.90
	118	100%	3.38	0.97

F (2,115) = 2.838 (<.10)

	Intellectual Orientation			
	N	%	Mean*	S.D.
high in orientation	39	35	3.28	1.05
average in orientation	37	34	3.32	0.91
low in orientation	34	31	3.53	0.99
	110	100%	3.37	0.98

F (2,107) = 0.636

* Code: 5 point scale: 1 = of crucial importance;
5 = not at all important

Refer to Table 115 in Appendix I for comparison with white random sample

I find two things particularly important in these results. First, students of instrumental orientations came to college interested in studying and hoped to do well academically with the expectation of a better life after graduation. They have found the classes challenging and are generally satisfied with their academic experiences, despite considerable self-questioning as to whether they will be academically successful. The intellectually oriented students, having broader conceptual and esthetic interests, find the classroom work, lectures, reading, and discussions of less importance than the instrumentally oriented students and are less satisfied with their academic experience.

The second point involves the importance attributed to working with and getting to know faculty, which was of greater importance to the instrumentally oriented black student than the black intellectual.[8] White faculty do stimulate the instrumentally oriented black students, but have little effect upon the black intellectuals. These results are also true for the white instrumental and intellectually oriented students. (See Table 116 in Appendix I).

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[8] An analysis of the content of student-faculty interaction outside of class was not significantly related to students higher in instrumental or intellectual orientations. None of the following four content areas in Question 84 were significantly related to students higher in either orientation: discuss a personal problem; ask a question about a course; just chat; discuss work I do for him. (See Appendix C for Questionnaire) There was a significant relationship, at the $<.05$ level, between students higher in intellectual orientation and discussing an intellectual topic of mutual interest with faculty outside of class. There was no significant relationship between students higher in instrumental orientation and this variable.

The black and white intellectuals appear similar in their disenchantment with their formal educational experience, both in the classroom and in their lack of involvement with faculty.
Both black and white intellectuals want to know students from different backgrounds, want to have intellectual exchanges with friends, and value esthetic experiences. The intellectual student tends to be put off by classes which they feel are not stimulating, and does not feel getting to know and talking with faculty is as important as the instrumentally oriented student. The instrumentally oriented student finds the classes stimulating and feels that his acquaintance with faculty has been a particularly meaningful experience for him.
It appears that the present undergraduate educational program in a large university is not particularly attractive to the intellectual student,**neither** black nor white. By failing to challenge him in the classroom, the intellectual student seeks stimulation elsewhere, and tends to find stimulation in his peer group, by reading beyond the class assignments, and independent reading.

4. Self-Reported Changes

In addition to the importance placed on various types of academic experiences, the influence of the college experience can also be assessed through self-reported changes in various areas. I have already discussed the self-reported increase in ambition and enthusiasm for learning by instrumentally oriented students in the previous section of this chapter dealing with perceived atmosphere of Michigan, p. 93.
Three additional areas of change involve study habits, interest in art and music, and attitudes toward traditional moral and religious beliefs.

Consistent with the importance placed upon academic preparation, instrumental students reported improved study habits while there was no correlation between students of intellectual orientation and change in study habits. The intellectually oriented students indicated increased interest in art and music while the instrumental students did not report any change in their aesthetic interests. The third area in which the college experience has been influential involves attitudes toward religious beliefs and toward sexual standards and values. A higher proportion of change was reported in the attitude toward sexual mores than toward religious beliefs, with the predominant change in both areas in the direction of less acceptance of traditional beliefs. It is interesting to note that approximately equal proportions of men and women report a change in religious attitudes but change in sexual standards and values occurs more frequently among women than men. The following table indicates the responses to these questions.

TABLE 36

Frequency Distribution of Attitudes toward Traditional Religious Beliefs

Black Opportunity Students

Q. 75i. To what extent has the college experience influenced your attitude toward traditional religious beliefs?

	Men		Women	
	N	%	N	%
(1) Much less acceptance of traditional religious beliefs	7	12	6	10
(2) Somewhat less acceptance	17	29	16	26
(3) No change	29	50	35	57
(4) Somewhat greater acceptance	3	5	3	5
(5) Much greater acceptance	2	4	1	2
TOTAL	58	100%	61	100%

TABLE 37

Frequency Distribution of Attitudes toward Sexual Standards Black Opportunity Students

Q. 75j: To what extent has the college experience influenced your attitude toward sexual standards and values?

	Men		Women	
	N	%	N	%
(1) Much more liberal and non-traditional	6	10	9	15
(2) Somewhat more liberal and non-traditional	23	40	34	56
(3) No change	28	48	15	24
(4) Somewhat more traditional and conservative	1	2	1	2
(5) Much more traditional and conservative	0	0	2	3
TOTAL	58	100%	61	100%

The correlation between attitudes toward traditional religious beliefs and traditional sexual standards and values for all respondents (N=277) was +.31 which is significant beyond the .01 level.
The analysis of attitudes toward religious beliefs and sexual standards among instrumental and intellectually oriented black Opportunity students is presented in the following tables.

TABLE 38

Analysis of Attitudes toward Religious Beliefs and Sexual Standards among Instrumental and Intellectual Oriented Black Opportunity Students

Attitude Toward Traditional Religious Beliefs:	Instrumental Orientation			
	N	%	Mean	S.D.
(1) Much less acceptance of traditional religious beliefs.	13	11.3	10.00	3.37
(2) Somewhat less acceptance	32	27.8	11.25	2.85
(3) No change	64	55.7	12.22	2.94
(4) Somewhat greater acceptance	6	5.2	11.83	3.12
TOTAL	115	100.0%	11.68	3.02

F (3,111) = 2.32 (.10)

Range of Instrumental Orientation: 00-16

Attitude Toward Sexual Standards And Values:	N	%	Mean	S.D.
(1) Much more liberal and non-traditional	14	12.3	10.93	3.38
(2) Somewhat more liberal and non-traditional	57	50.0	11.39	3.14
(3) No change	43	37.7	11.95	2.94
TOTAL	114	100.0%	11.54	3.09

F (2,111) = 0.726 (NS)

Range of Instrumental Orientation: 00-16

TABLE 38--Continued

Attitude Toward Traditional Religious Beliefs:	Intellectual Orientation			
	N	%	Mean	S.D.
(1) Much less acceptance of traditional religious beliefs	12	11.2	57.08	19.56
(2) Somewhat less acceptance	31	29.0	54.97	12.94
(3) No change	58	54.2	54.81	12.61
(4) Somewhat greater acceptance	6	5.6	56.33	10.69
TOTAL	107	100.0%	55.20	13.36

F (3,103) = 0.110 (NS)

Range of Intellectual Orientation: 19-92

Attitude Toward Sexual Standards And Values:	N	%	Mean	S.D.
(1) Much more liberal and non-traditional	14	13.2	59.21	13.47
(2) Somewhat more liberal and non-traditional	53	50.0	54.32	13.23
(3) No change	39	36.8	54.92	13.43
TOTAL	106	100.0%	55.19	13.30

F (2,103) = 0.758 (NS)

Range of Intellectual Orientation: 19-92

You will note an increasing value of the mean of the instrumental orientation as the responses move from "much less acceptance of traditional beliefs (more liberal)" toward "no change." This trend among the instrumentally oriented students away from non-traditional or liberal attitudes suggests a continued acceptance of traditional religious beliefs and sexual standards.

The responses to questions concerning meaningful experiences at the University appear consistent with the orientations of these students. The importance which students of instrumental orientations place on course work and doing well academically, combined with the academic pressure they experience, is consistent with their concern for effective study habits. It is very likely that as freshmen these students had less effective study techniques and consequently had the greatest opportunity to experience improvement in this area. Similarly, the intellectually oriented students have a significantly higher interest in esthetic concerns than instrumentally oriented students, and are more likely to attend concerts and art exhibits. The tendency of students with instrumental orientations to indicate less, if any, change in their attitude toward traditional religious beliefs and sexual standards is consistent with their greater desire for structure and with their tendency to participate less than students of intellectual orientations in discussions which challenge existing beliefs.

As mentioned earlier, the most interesting findings concerning meaningful student experiences were those involving a "cultural-cosmopolitan broadening" and a "search for identity." A cultural-cosmopolitan broadening index was composed of the following three variables by factor analysis.

> The importance placed on "learning more about literature, art, and music;"
>
> The importance placed on "meeting new types of people I have never met before;"
>
> The importance placed on "developing better patterns of speech"

The correlation and factor loadings of these variables in forming the "cultural-cosmopolitan broadening" index are given in Table 111 in Appendix H. The correlation of these variables with instrumental and intellectual orientations is given in the following table.

TABLE 39

Correlation of Cultural-Cosmopolitan Broadening Variables and Orientations among Black Opportunity Students

Variable	Orientation Instrumental N = 118	 Intellectual N = 110
Cultural-Cosmopolitan Broadening Index	0.26^{**}	0.24^{**}
Importance of learning more about literature. art, and music	0.19^{*}	0.16
Importance of meeting new types of people	0.02	0.36^{**}
Importance of developing better patterns of speech	0.35^{**}	0.04

* =.05

** =.01

I find the high correlation ($<.01$) between this index and instrumental and intellectual orientation particularly interesting. (This high relationship ($<.01$ level) exists for all five orientations in the study). This means that all students, regardless of orientation, feel that these culturally broadening experiences are very important.

The importance of specific experiences within the areas of cultural broadening does vary with student orientation. Learning more about music, art and literature (.05) and developing better patterns of speech ($<.01$) are correlated with instrumental orientations, while learning about music, art, and literature ($>.05$) and "meeting types of people I have never met before" ($<.01$) are correlated with intellectual orientations. These findings present a somewhat self-denigrating description of the instrumental student for whom academic-occupational preparation and "raising my social or economic status" is also important. The instrumentally oriented student appears to be saying that in spite of, or in addition to, their goal orientation, they are concerned with self-betterment and want to learn more about music, art, and literature, and develop better patterns of speech, while in college.

A second area which involves virtually all students is a broadly defined "search for identity." Two identify areas identified by means of factor analysis I refer to as a "self-searching aspect" and a "philosophical search-for identity." The self-searching aspect involves two items from Question 70 in the Questionnaire, "the importance of being on my own--the sheer experience of being independent" and "the importance of self-discovery, self-insight--the discovery and development of new interests and talents." The second area to which I refer as a "philosophical search for identity" is a combination of three interrelated items from Question 50: the importance of "developing a a well thought out philosphy of life;" "developing my understanding of people and the factors which influence their feelings, thoughts, and actions;" and "finding a sense of purpose in life." The correlation and factor loadings of these variables in forming the two identity indices are given in Table 112 in Appendix H. The correlations between identity issues and instrumental and intellectual orientations is given in the following table.

TABLE 40

Correlation of Identity Variables and Orientations among Black Opportunity Students

Identity Area	Orientation Instrumental N = 118	 Intellectual N = 110
"Self-Searching Aspect" Index	0.22*	0.19*
Being independent	0.30**	0.06
Self-discovery;self-insight	0.07	0.25**
"Philosophical Search For Identity" Index	0.16	0.19*
Developing a philosophy of life	- 0.01	0.11
Understanding people	0.07	0.18*
Find a purpose in life	0.28**	0.13

* = .05

** = .01

Positive correlation indicates that students higher in the given orientation more frequently feel the particular experience is important

Negative correlation indicates that students higher in the given orientation less frequently feel the particular experience is important

The important aspect of the identity factors is that students of both orientations are dealing with the question of self identity. Certain aspects of the identity question hold greater importance for students of specific orientations; that is, students vary in the degree of importance which they place on certain identity issues. When the two variables composing the "self-searching" identity area were analyzed by orientations, we find that the importance of "being on my own, the sheer experience of being independent" is highly correlated with instrumental orientations ($<.01$). While not statistically significant there is a definite trend that increasing intellectualism is related to increased importance of self-discovery, self-insight--the discovery and development of new interests and talents."

When the area to which I refer as "philosophical search for identity" is analyzed by orientations, students of instrumental orientations place greatest importance on "finding a sense of purpose in life" ($<.01$) while the intellectual students place greatest importance on "developing my understanding of people and the factors which influence their feelings, thoughts, and actions," (.05). The importance which instrumental students place on finding a sense of purpose in life and developing a philosophy of life is interesting because it implies an openness to new experiences. Students of instrumental orientations come to college with specific goals, oriented toward classwork, desirous of a definite structure, and yet they feel that something which is very important in their college experience is finding a sense of purpose on life and thinking through my philosophy of life.

Vocationalism, at least among black students, is tied to the issue of relevance. The conceptual interests among students of intellectual orientations may explain their greater involvement in developing greater understanding of people rather than finding a sense of purpose in life which characterizes students of instrumental orientations.

While very little research has been done to differentiate identity issues, or to determine if an evaluation of identity needs exists in the Maslowian sense (similar to Maslow's hierarchy of needs), it seems likely that "finding a sense of purpose in life" is a more fundamental, more basic, identity issue which precedes considering one's relationship with others. It seems logical that one needs to have settled, or at least be generally satisfied with his interpretation of some purpose in life before attempting to understand other people. Whether such an evaluation among identity issues exists may be an area for further research.

D. Summary

1. Differences in Black-White Responses to Race Relations Questions

Underlying attitudes toward their educational experience is the predominant feeling among black students of a superficial acceptance by whites, including both the Opportunity students who are the foci of this study and the black random sample students. In response to a question inquiring, "in what ways have your ideas about race relations changed at Michigan," black students report more antagonistic feelings toward students of other races and a greater belief in separatism than integration. These perceptions contrast with those held by the white students and represent the most significant racial differences in the study.

The fact that blacks feel more antagonistic toward whites during their experience at Michigan is a problem. The issue is not that this is a problem at the University of Michigan, but a problem which probably occurs at other institutions as well. The University must be aware of the increasing polarization between blacks and whites and take steps to ameliorate a potentially disruptive situation.

2. Problems Experienced by Opportunity Students

The most significant problems experienced by black Opportunity students as a group involved the following four areas: (1) academic press and resulting self-questioning; (2) a feeling that the system is against them; (3) feeling lost and overwhelmed by the University; and (4) experiencing difficulty in joining groups. A fifth problem experienced by students regardless of race or orientation involved a lack of interest in courses and/or a lack of self-discipline, and poor study habits, three highly related variables.

When analyzed by orientations, it is evident that students with instrumental orientations tend to perceive an environment which is not supportive for them, in marked contrast with students of intellectual orientations. With the exception of a lack of interest in courses, each of the above problems are more highly related to students higher in instrumental orientations than to students higher in intellectual orientations. The instrumentally oriented students, those who want to do well in their coursework and become well prepared occupationally, feel tremendous pressure in the academic area. The whole idea of college and academic pressure is wrought with tension for the instrumentally oriented students. Within the area of academic press and resulting self-questioning, the instrumental students identified competition, anxiety about grades, and a "questioning of my academic abilities, not doing as well as I had expected", as significant problems. These students are also more likely to feel the system is against them in terms of "exams which don't permit me to show what I really know" and "unfairness in grading," while students with intellectual orientations do not experience either of these problems. The "system-blame" factors take on additional significance when they are combined with the lack of supportiveness perceived by black students in general and particularly by students of instrumental orientations. When problems of competition for grades and experiencing difficulty joining groups are combined with taking exams which "don't permit me to show what I really know" and a feeling that the grading is unfair, it becomes clear that the students with instrumental orientations do not feel part of the academic mainstream in contrast with the intellectually oriented students for whom these factors pose less of a problem.

The problem which the intellectually oriented students experience tend to involve interpersonal relationships rather than a questioning of academic competency. Students higher in intellectual orientation more often experience a feeling of social isolation and loneliness than students higher in instrumental orientations. Intellectually oriented students indicate they are "unable to find individuals or groups who were congenial and with whom I felt happy" and "feel isolated and lonely."

3. Important and Meaningful Experiences

The most important experiences of the black Opportunity students involve academic experiences--the importance of faculty and course-related experiences; culturally broadening experiences, and a search for identity. Both the course related experiences and the importance of "getting to know faculty, seeing and talking with them outside of class" are more important to the students higher in the instrumental than intellectual orientations. The instrumentally oriented student has found the classes challenging and is generally satisfied with his academic experience, despite considerable self-questioning concerning whether they will be academically successful. The intellectually oriented students, having broader conceptual and esthetic interests, finds the classroom work,--lectures, reading, and discussions of less importance than the instrumentally oriented student and is less satisfied with his academic experiences.

The importance attributed to working with and getting to know faculty is of greater importance to the instrumentally oriented black students than the black intellectual. White faculty do stimulate the instrumentally oriented black students, but have little effect upon the black intellectuals. These results are also true for the white instrumental and intellectually oriented students. The black and white intellectuals appear similar in their disenchantment with the traditional educational experiences, both the classroom experience and the lack of involvement with faculty. The intellectual student tends to be put off by classes which they feel are not stimulating, and they do not feel getting to know and talking with faculty is as important as the instrumentally oriented student. The instrumentally oriented student finds the classes stimulating and feels that his acquaintance with faculty has been a particularly meaningful experience for him. It appears that the present undergraduate educational program in a large university is not particularly attractive to the intellectual student, neither black nor white. By failing to challenge him in the classroom, the intellectual student seeks stimulation elsewhere, and tends to find stimulation in his peer group, by reading beyond class assignments and independent reading.

All students regardless of orientation, feel that the "culturally broadening experiences" are very important. (The three variables include: "learning more about literature, art, and music;" "meeting new types of people;" and "developing better patterns of speech.") The instrumental students place greater importance on learning more about music, art, and literature and developing better patterns of speech, while the intellectually oriented students tend to stress the importance of esthetic experiences and "meeting new types of people I have never met before." These findings present a somewhat self-denigrating description of the instrumental student who appears to be saying that, in spite of, or in addition to, academic-occupational preparation related to raising their social or economic status, they are concerned with self-betterment and want to learn more about music, art, and literature, and develop better patterns of speech while in college.

Students of both orientations are dealing with the question of self-identity. Certain aspects of the identity question hold greater importance for students of both orientations; that is, students vary in the degree of importance they place on certain identity issues. The importance of "being on my own, the sheer experience of being independent" is highly correlated with instrumental orientations. There is a definite trend, although not statistically significant, for increasing intellectualism to be related to increased importance of "self-discovery, self-insight,--the discovery and development of new interests and talents."

Students of instrumental orientations place greatest importance on "finding a sense of purpose in life" while the intellectual students place greatest importance on "developing my understanding of people and the factors which influence their feelings, thoughts, and actions."

The importance which instrumental students place on finding a sense of purpose in life, and developing a philosophy of life, is interesting because it implies an openness to new experiences. Students of instrumental orientations come to college with specific goals, oriented toward classwork, desirous of a definite structure, and yet they feel that finding a sense of purpose in life and thinking through a philosophy of life are very important in their college experience. Vocationalism, at least among black students, is tied to the issue of relevance. The conceptual interests among students of intellectual orientations may explain their greater involvement in developing greater understanding of people rather than finding a sense of purpose in life which characterizes students of instrumental orientations.

CHAPTER VI

Peers And Referent Figures

The major thrust of this chapter is to analyze the peers and referent figures of Opportunity Award students. In the analysis, I will look at the following factors: the extent to which students and/or faculty are chosen as friends and as referent figures; the extent of interracial friendships; the relationship between student orientation and the selection of a student or faculty referent figure; the relationship between student orientation and the race of the referent figure. I will also explore the reasons motivating the respondent-referent figure relationship and the types of relationship which exist. By type of relationship, I mean the extent to which the respondent-referent figure relationship is exclusive to the respondent or if this relationship is shared by other students in addition to the respondent. Finally, I will discuss the relationship between referent figures and academic aspirations and performance.

A. Peers

1. Identity of Peers

We know from previous research that students will usually choose students rather than faculty as their best friends. My hypotheses regarding the selection of peer groups were the following:

1. Black Opportunity students will choose other black students rather than white students as friends, although there will be a limited degree of interracial friendships.

2. Intellectually oriented black students will choose white friends more frequently than instrumentally oriented students.

The rationale for the selection of white rather than black students as friends lies in the reason motivating the friendship. I hypothesized that intellectually oriented students will choose friends with whom they can share ideas and enjoy intellectual exchange. Due to the predominantly white student population, the intellectually oriented blacks will be more likely to meet white rather than black intellectually oriented students. Because of their common interests, black intellectuals will be more likely to select an intellectually oriented white student than an instrumentally oriented black student. Because of the academic pressures which students with instrumental orientations experience, they are likely to choose friends with whom they could share emotional support, and these would most likely be other black students. These two hypotheses were supported although the rationale underlying the friendship selection was not particularly conclusive. This will be discussed in detail on pages 166-167.

Students were asked to identify their three best friends at the University of Michigan as indicated below. (See Appendix C for Questionnaire.)

Q.31. First, who would you say are your three best friends here at Michigan--the people you feel pretty close to, whether fellows or girls, fellow students or anyone else in your life at the University.

Please print the names of these friends in the appropriate spaces below and indicate their sex, race, and class year.

> Please name three friends, even if some of these are not as close as the others.
>
> (Remember, we are interested in your three closest friends in your life here at Michigan, including men and women, students and non-students).

For a large portion of the analysis, I utilized responses to the questions involving the three friends. In analyzing the content of and reasons for the basis of the friendship, I focused the analysis on the person identified as Friend 1.

Analysis of the total 277 respondents provided the following description of Friend 1. Ninety-two percent (92%) are undergraduate students, four percent (4%) are graduate students, two percent (2%) are non-students, and one percent (1%) were teaching fellows or faculty. There was no significant difference in these responses for any of the four groups of students: White Opportunity; White Random Sample; Black Opportunity; Black Random Sample.[1]

The data on interracial friendships is more interesting, as indicated below.

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[1] As a research note, the very low nonresponse to the friendship questions should allay reservations other researchers might have about such questions. Prior to distributing the questionnaire, I was uncertain whether students were willing or able to identify their three best friends. Confidentiality was guaranteed and instructions suggested referring to friends by initials rather than giving full names. Students were able to identify three friends with less than a two percent nonresponse rate. From a total sample of 277, the nonresponse for Friends 1-2-3 was only two, five, and six respectively.

> 18 percent of the black Opportunity students chose a white student as their best friend (21/119)
>
> 20 percent of the black random sample chose a white student as their best friend (11/54)
>
> 10 percent of the white Opportunity students chose a black student as their best friend (4/40)
>
> None of the white random sample chose a black student as their best friend

Turning to the responses of the black Opportunity students, I will discuss the identity of their best friend and important aspects in the respondent-best friend relationship. A comparison of students with instrumental and intellectual orientations indicated those who choose a black rather than a white student as their best friend were higher in instrumental orientation ($<.05$). (See Table below). The probable selection of a black friend increased with an increase in instrumental orientation: the higher the instrumental orientation, the greater the probability that Friend 1 will be a black student ($<.01$). When the racial identity of the respondent's three friends were analyzed for racial differences, instrumental students are likely to have none or no more than one white friend, significant at the .05 level. Increased frequency of listing white students among the three best friends was associated with a lower instrumental orientation. In contrast to the predominantly black friendships of instrumentally oriented students, the intellectually oriented students tended to choose a white student as their best friend, significant to the $<.10$ level.

TABLE 41

Relationship between Instrumental and Intellectual Orientations and the Selection of White or Black Friends

Black Opportunity Students

Race of Friend 1	Instrumental Orientation N	%	Mean	S.D.
White	21	18	10.19	3.17
Black	93	82	11.98	2.97
TOTAL	114	100%	11.65	3.08

F (1,112) = 6.043 (<.05)

Race of Friend 1	Intellectual Orientation N	%	Mean	S.D.
White	21	20	60.38	13.57
Black	86	80	54.27	12.99
TOTAL	107	100%	55.47	13.27

F (1,105) = 3.674 (<.10)

As indicated in Table 42, there is a tendency for students higher in intellectual orientation to have more white friends.

TABLE 42

Relationship between Instrumental and Intellectual Orientations and the Number of White Friends

Black Opportunity Students

Instrumental Orientation

Number Of White Friends	N	%	Mean	S.D.
None	66	60	11.88	2.79
One	29	26	12.03	3.52
Two or Three	16	14	10.06	2.86
TOTAL	111	100%	11.66	3.05

F (2,108) = 2.656 ($<$ .10)

Intellectual Orientation*

Number Of White Friends	N	%	Mean	S.D.
None	61	59	53.43	12.88
One	27	26	55.70	14.40
Two or Three	16	15	60.62	11.62
TOTAL	104	100%	55.12	13.23

F (2,101 = 1.945 (NS)

*A higher intellectual orientation is significantly related (.05) to more white friends when no white friends is compared with two white friends.

To determine the significance of this relationship, a t-test of the means of intellectual orientations for students having no white friends (53.43) and those having two white friends (61.23) was significant at the .05 level. It is important to realize that those who choose black friends were higher in instrumental orientations and those who choose white friends were higher in intellectual orientations.

The relative importance of the three best friends at Michigan was determined by asking the respondent to compare his three best friends at Michigan with his three best friends generally, without limiting the friendships to the university environment. While there was no distinction between the three Michigan friends and having an instrumental orientation, there was a tendency for those students who included one or two, but not all three of their Michigan friends among their best friends to be higher in intellectual orientations.

TABLE 43

Comparison of Three Michigan Friends among Best Friends Related to Orientations

Black Opportunity Students

Q. 39 We have been talking about your three best friends at Michigan. Suppose we didn't restrict the question to Michigan, but asked you to name your three best friends generally, where would your Michigan friends fit in?

	Instrumental Orientation				Intellectual Orientation			
	N	%	Mean	S.D.	N	%	Mean	S.D.
1. All of my three best friends at Michigan are my three best friends generally.	25	23	12.72	2.86	24	24	49.33	12.84
2. Two of my friends at Michigan would be included in a list of my three best friends generally.	43	41	11.42	2.77	40	41	58.50	11.03
3. One of my friends at Michigan would be included in a list of my three best friends generally.	38	36	11.32	3.37	35	35	56.03	15.11
TOTAL	106	100%	11.69	3.05	99	100%	55.40	13.39
	F (2,103) = 1.918 (NS)				F (2,96) = 3.773 (.05)			

As indicated in the following table, there was a tendency for the respondent to have known Friend 1 for a longer period of time than Friend 2 or 3. Respondents indicated that their acquaintance with Friend 1 began prior to Friend 1 coming to the University of Michigan 26 percent of the time, compared with 21 and 19 percent respectively for Friends 2 and 3. These percentages were approximately the same for all respondents in the entire study.

TABLE 44

Frequency and Percentage Distribution Regarding Beginning of Friendship with Three Best Friends

Black Opportunity Students

Q. 32 Did you know this person before he (she) came to the University of Michigan?

	Friend One		Friend Two		Friend Three	
	N	%	N	%	N	%
(1) Yes	31	26%	25	21%	23	19%
(2) No	87	73%	93	78%	95	80%
Not Ascertainable	1	1%	1	1%	1	1%
TOTAL	119	100%	119	100%	119	100%

TABLE 44--Continued

Q. 38 When would you say you became good friends with each of these people?

	Friend One		Friend Two		Friend Three	
	N	%	N	%	N	%
1) After my junior year	4	3%	5	4%	8	7%
2) During my junior year	8	7%	13	11%	10	8%
3) During sophomore year	17	14%	17	14%	18	15%
4) During freshman year	67	57%	60	51%	66	56%
5) During high school	12	10%	11	9%	11	9%
6) Before high school	10	8%	11	9%	5	4%
Non Ascertainable	1	1%	2	2%	1	1%
TOTAL	119	100%	119	100%	119	100%

One indication of the black student's isolation is that twenty-six percent of the blacks (and the whites) knew Friend 1 before attending the University. This has implications for a diminished impact of the college upon the student since these students continue their relationship with a precollege acquaintance.

Another question concerning the student's friendships at Michigan involved that student's perception of his or her parent's approval of the three friends.

Q. 40 Now, we'd like to know how other people important to you might feel about your friends.

First, let's take your parents. Is there anything about any of these three friendships that your parents would not completely approve of, for any reason?

___ (1) Yes

___ (2) No

(IF YES) Which friendships would your parents disapprove of, and why would they disapprove?

____

____

____

Ninety percent of the respondents felt that there was nothing about any of their three friends of which their parents might disapprove; ten percent felt their parents would not approve their friendships. Students with higher instrumental orientations generally perceived parental approval of their three friends while students with lower instrumental orientations were more likely to perceive disapproval in their friendships, significant at the .10 level. Among the intellectually oriented students, there was a tendency for those who perceived parental disapproval to have higher intellectual orientations than those who perceived parental approval.

TABLE 45

Relationship of Instrumental and Intellectual Orientations to Perceived Parental Approval of Their Friendships

Black Opportunity Students

Instrumental Orientations

	N	%	Mean	S.D.
Perceive parental disapproval	11	9	10.01	2.39
Perceive parental approval	105	91	11.89	3.05
TOTAL	116	100%	11.72	3.03

F (1,114) = 3.599 (<.10)

Intellectual Orientations

	N	%	Mean	S.D.
Perceive parental disapproval	12	11	59.58	11.43
Perceive parental approval	96	89	54.48	13.26
TOTAL	108	100%	55.05	13.12

F (1,106) = 1.625 (NS)

The reasons for the perceived parental disapproval encompassed a broad spectrum with too small a response to justify coding and separate analysis. The following reasons were listed: racial differences; social-dating relationships in which racial factors may or may not (such as dating a married person) have been present; "hippie-non-conformist types;" and religious differences.

We can now begin to piece together the picture of the friendships of the black Opportunity students with high intellectual orientations. In comparison with instrumental students and students of lower intellectual orientations, the more intellectual oriented black students will be likely to: select a white rather than a black student as his best friend at the University; establish friendships with a greater number of white students; and will tend to perceive parental disapproval of one or more of his friends at the University. These findings regarding the friendships of black students are perhaps the most significant of the entire study.

2. The Types of Relationships with the Best Friend

This section focuses on the shared interactions of the respondent and the individual identified as Friend 1, which I have referred to as "best friend." Two interaction factors which were related to orientations involved the similarity of academic major and the frequency of discussions regarding academic work.
Other questions regarding propinquity, frequency of interaction, similarity of classes, and an analysis of important aspects of the respondent-best friend relationship had no significant correlation with orientation. See Table 117 in Appendix J for frequency and percentage distributions of these variables.

Similarity of academic major between the respondent and his best friend was significantly related ($<.05$) to the student's intellectual orientations but not to the student's instrumental orientations. (See Table 46 below). There was a trend for the instrumental students to discuss course work more frequently with their best friend (significant at the $<.10$ level); there was no relationship for the intellectually oriented students. Discussion of course work among instrumental students is consistent with their orientation and the academic pressures which they experience. Students with intellectual orientations discuss course work with their best friend less frequently and are probably more likely to discuss issues not specifically related to class work.

TABLE 46

Relationship of Academic Major and Frequency of Discussions about Class Work with Orientations

Black Opportunity Students

Q. 35 What is the academic major of your best friend?

		Instrumental Orientation				Intellectual Orientation			
		N	%	Mean	S.D.	N	%	Mean	S.D.
(1)	Same as mine	12	11	11.83	2.48	12	12	63.67	9.29
(2)	Something else	96	89	11.80	3.12	91	88	54.14	13.43
	TOTAL	108	100%	11.81	3.04	103	100%	55.25	13.33
		F (1,106) = 0.001 (NS)				F (1,101) = 5.656 (<.05)			

Q. 37 How much have you talked about school work with this person?

		Instrumental Orientation				Intellectual Orientation			
		N	%	Mean	S.D.	N	%	Mean	S.D.
(1)	A great deal	74	64	11.99	2.83	71	66	55.38	12.94
(2)	Fairly often	29	25	11.65	2.82	24	22	52.00	13.62
(3)	Once in a while	13	11	9.85	4.28	13	12	59.46	13.65
	TOTAL	116	100%	11.66	3.06	108	100%	55.12	13.22
		F (2,113) = 2.791 (<.10)				F (2,105) = 1.393 (NS)			

A series of questions attempted to analyze the important aspects of the respondent-best friend relationship. Students were asked to indicate the extent of importance among sixteen possible factors in their relationship. Subsequent analysis reduced these factors to three indices in the respondent-best friend relationship: a sharing of emotional support and dependency; a sharing of intellectual stimulation; and an emotionally relaxing relationship.

My hypotheses regarding the reasons for the respondent-best friend relationship were the following:

1. Students with instrumental orientations will choose friends with whom they can establish an easy, relaxing relationship and share emotional support.
2. Students with intellectual orientations will choose friends with whom they can explore new ideas and have intellectual discussions.

The rationale for instrumentally oriented students seeking an easy, relaxing relationship and sharing emotional support is based on the academic pressure and resulting self-questioning which they experience in the academic environment. Because the academic area is fraught with tension and anxiety for the instrumental student, they are likely to establish a friendship with someone with whom they can relax, share their personal apprehension, and from whom they can receive emotional support. Intellectually oriented students will establish friendships with someone with whom they can discuss ideas and gain from the intellectual stimulation.

The questions regarding the important aspects underlying the relationship with Friend 1 were not highly related to either orientation. There was a tendency, however, for instrumentally oriented students to establish an emotionally relaxing friendship; the higher the instrumental orientation, the greater the importance of establishing an emotionally relaxing relationship with your best friend, significant at the .10 level, as indicated in the following table. In general, the results with these questions were not conclusive. These questions were taken from the Michigan Student Study where they have also proved of limited value in the data analysis, which suggests poor construct validity.

TABLE 47

Relationship of Instrumental and Intellectual Orientation with Emotionally Relaxing Relationship Index[1]

Black Opportunity Students

Instrumental Orientation

	N	%	Mean*	S.D.
(1) High in instrumental orientation	38	33	5.39	1.52
(2) Average in instrumental orientation	35	30	5.23	1.03
(3) Low in instrumental orientation	43	37	4.74	1.24
TOTAL	116	100%	5.10	1.30

F (2,113) = 2.840 ($<$.10)

Intellectual Orientation

	N	%	Mean*	S.D.
(1) High in intellectual orientation	37	34	4.95	1.43
(2) Average in intellectual orientation	37	34	5.32	1.18
(3) Low in intellectual orientation	34	32	4.94	1.39
TOTAL	108	100%	5.07	1.34

F (2,105) = 0.985 (NS)

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* Range of emotionally-relaxing relationship index: 0-6; 6: an emotionally-relaxing relationship is important

[1] See Table 113 in Appendix H for formation of Emotionally Relaxing Relationship Index.

B. Referent Figures

1. General Information

One of the things I wanted to do in this study was to attempt to make a distinction between friendships and referent figures, or the persons whom students admire. Peers are a kind of referent figure, to be sure, but I wanted to look at another kind of referent figure, a person whom students emulate as a role model. It is possible for the referent figure to be one of the three best friends, but, as we will see, there is a definite difference between the selection of a friend and a referent figure.

a. Questions Used

The analysis of referent figures focused on one or two individuals whom students admire in their life at the University. The only stipulation in the selection of the referent figure was that they live in Ann Arbor although not necessarily be connected with the University.

> Q. 44 Another important thing we hope to learn in this study is the role certain people play in college life. Many of us have models, people whom we admire and attempt to follow. Please indicate two persons whom you particularly admire.
>
> Remember, we are interested in the two persons whom you admire in your life here at Michigan, including men and women, students and non-students. They may or may not be within your three best friends. They should be people in Ann Arbor who are "part of the Michigan scene" although not necessarily here at the University.

The respondent indicated the following information about the referent figure: sex, race, whether a student or non-student, and if a student, the year of the student. [2] Respondents were then asked to indicate why they admired Person A and Person B; these responses were then coded. In addition to the reasons for admiring the particular individual, many of the responses included information regarding the type of relationship between the respondent and referent figure, that is, whether the relationship was a personal relationship "with me," or with students in general, and whether the referent figure actually served as a model for the respondent.

The reasons for admiring the referent figure were grouped into four major areas: (1) motivational; (2) academic-occupational; (3) a combination of academic-occupational and "professionally related" factors; and (4) personality factors. The distinction between academic-occupational factors (#2) and the combination of academic-occupational and "professionally related" factors (#3) is the extension of professional interest into the personal area, while the academic-occupational factors (#2) are impersonal and indicate actual competence in the academic or occupational area. Examples of typical responses identified in the four areas are given below:

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[2] When a faculty member was identified, students usually indicated "Professor" or "Dr." in the name or year spaces and checked "non-student." I then used a faculty and staff directory to confirm faculty status. Another time, I would suggest listing the options of undergraduate student, graduate student, faculty, staff, and non-student to clarify referent figure identification.

1. Motivational factors

   The referent figure was described as: confident about his abilities, dedicated, ambitious, provides me with incentive; makes me do my best.

2. Academic-occupational factors

   The referent figure: knows his subject matter; is professionally competent; is a skilled effective teacher; has made educational accomplishments; has great intellectual ability; takes part in many professional activities.

3. Combination of academic-occupational and professionally-related factors

   The referent figure: is interested in students, gave help, advice; showed a personal concern about my progress; was a sensitive and understanding professor; was friendly and receptive; made me aware of intellectual concepts; combined sensitivity with brillance.

4. Personality factors

   The referent figure: was sensitive and understanding; was friendly and receptive; relates well to others; has high personal esteem; is kind. Other comments included: independence of thought; realistic; enjoys a full, happy life; his approach to life; thoughtful, conscientious; fairness, truthful; sincere.

The type of respondent-referent figure relationship was either (1) a modeling relationship, in which the respondent actually stated the referent figure served as a model for him; (2) a personal type of relationship with the respondent; (3) a relationship with students in general, or a combination of these three.

Separate analysis of the reason and relationship was then performed for student and faculty referent figures to determine if and in what ways these factors varied with student or faculty referent figures.

b. Comments on the Results

I am interested in the reasons and types of relationships underlying the respondent-referent figure relationships because Kelman[3] and Raven[4] have indicated it is a crucial aspect of the impact a person has. Beyond the Kelman-Raven research, very few studies of which I am aware have attempted to analyze the reasons and types of relationships underlying the respondent-referent figure relationship. Indeed, it is a difficult task. The results of the sophisticated nuances in the referent figure relationship were interesting in theory but were not significant. The most important aspect of the research, the relationship of the race of the referent figure to the instrumental and intellectual orientations of black students, was significant. I will discuss these results in the following section, but first comment upon the results based on the responses of the total sample.

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[3] Kelman, "Compliance, Identification, and Internalization: Three Processes of Attitude Change," pp. 140-148.

[4] Raven, "Social Influence and Power," pp. 371-382.

In general, there was a higher nonresponse rate among men than women, and among the black Opportunity students than the three other groups of students (white Opportunity, white random sample, black random sample). Ninety percent (90%) of the total sample of 277 identified at least one person whom they admired, eighty-five percent (85%) identified two referent figures. Eighty-six percent (86%) of the total sample indicated reasons for the referent figure relationship which could be coded into one of the four major factors, while the identifiable responses regarding the type of relationship was approximately sixty-two percent (62%) for both referent figures. Since the type of relationship was not specifically asked in the questionnaire but coded from the reasons why the respondent admired the referent figure(s), a lower response rate was expected. Respondents did not avoid identifying the race of the referent figure; if the referent figure was identified, the information regarding sex, race, and year, or non-student status, was also indicated.

The lower response rate among the black Opportunity students may in part be a reflection of the fact that they had fewer referent figures in the University. Quite a few students actually wrote "no one admired at the University" so that the nonresponse rate may indicate the lack of referent figures for black students, and particularly black faculty or staff in the University setting.

2. Identity of Referent Figures.

Hypotheses regarding the identity of the referent figures follow:

> There will be a positive relationship between instrumental orientations and the choice of black referent figures.
>
> There will be a positive relationship between instrumental orientations and the choice of students rather than faculty referent figures.
>
> There will be a positive relationship between intellectual orientations and the choice of white referent figures.
>
> There will be a positive relationship between intellectual orientations and the choice of faculty rather than student referent figures.

Instrumentally oriented students need emotional support and consequently tend to choose students as referent figures. These students will be black. Intellectually oriented students, because of their orientation, will choose faculty referent figures. Because the faculty are primarily white, the referent figure of the black intellectual will be white. The crucial aspect in the selection of a referent figure is the choice of a faculty member. The black intellectual might choose black faculty if they were sufficiently active and evident in the University community, which is not true at this particular time, the late 1960's.

The following results among the black Opportunity students are based on the 99 (83%) of 119 respondents who indicated a referent figure "A" and 92 (77%) who indicated a referent figure "B."

Fifty-five percent of the individuals chosen as referent figures are undergraduate students; 16 percent are graduate students; and 22 percent are a combination of teaching fellows (4%), or faculty-administrative staff (18%); and 7 percent "other," including non-students. Approximately thirty-three percent (N=33 of 99) of individuals identified as Referent Figure A were white; sixty-six percent black (N=65 of 99), one percent was "other." The percentage of interracial referent figures decreased for Referent Figure B to 20 percent white; 78 percent black; 2 percent other. Seventy-eight percent of the individuals selected as a referent figure were not identified among the three best friends; 22 percent were one of the three best friends. When the identity of Persons A and B were combined in the sense of both being students (either undergraduate or graduate) or both being faculty (excluding teaching fellows) or administrative staff, 88 percent (N=52) chose students as referent Figures A and B; 12 percent (N=7) selected faculty or administrative staff as referent figures A and B. Since the large majority of individuals in the "faculty or administrative staff" category were faculty, I will hereafter refer to this category as simply "faculty." It should be pointed out, however, that the most frequently mentioned administrator was a black admissions counselor who assisted many black students in their admission to the University and provided counseling and emotional support after their enrollment at the University.

The most important results of the referent figure analysis are the greater selection of black students as referent figures by instrumentally oriented students and of white faculty as referent figures by intellectually oriented students. Not every variable in the analysis (student or faculty, and race) was statistically significant but the trend toward the selection of these referent figures is clearly indicated. For example, analysis of referent figure A indicated that instrumentally oriented students chose a black referent figure ($<.10$), but there was no significant relationship between an instrumental orientation and the selection of a student or faculty referent figure. An intellectual orientation, however, was related to the selection of a faculty member as a referent figure ($<.05$), but was not related to the race variable.

TABLE 48

Relationship of Instrumental and Intellectual Orientations and Referent Figure Selection

Black Opportunity Students

Race of Referent Figure A	Instrumental Orientation			
	N	%	Mean	S.D.
White	33	34	10.97	3.21
Black	64	66	12.17	2.79
TOTAL	97	100%	11.76	2.95

F (1,95) = 3.64 ($<$.10)

Race of Referent Figure A	Intellectual Orientation			
	N	%	Mean	S.D.
White	33	37	57.70	12.99
Black	57	63	54.88	13.73
TOTAL	90	100%	55.91	13.46

F (1,88) = 0.916 (NS)

TABLE 48--Continued

Student or Faculty as Referent Figure A

Instrumental Orientation

Identity of Referent Figure	N	%	Mean	S.D.
Undergraduate	51	58	11.61	3.38
Graduate student	19	21	11.79	2.39
Faculty	19	21	12.53	2.43
TOTAL	89	100%	11.84	3.00

F (2,86) = 0.647 (NS)

Intellectual Orientation

Identity of Referent Figure	N	%	Mean	S.D.
Undergraduate	49	60	53.88	13.40
Graduate student	15	18	56.00	12.71
Faculty	18	22	63.22	13.60
TOTAL	82	100%	56.32	13.69

F (2,79) = 3.243 ($<.05$)

When the results of the referent figure analysis are considered in their entirety in order to gain perspective on the referent figure phenomena, the relationship between instrumentally oriented students selecting black students and intellectually oriented students selecting white faculty referent figures is evident. There was also a tendency for the instrumentally oriented students to have more frequent interaction with their referent figures than was true of the intellectually oriented students. The instrumentally oriented students were more likely to get together with their referent figures "almost daily or three to four times a week" while the intellectually oriented students tended to meet with their referent figures "once every two or three weeks, or once a month." These findings logically support the selection of students and faculty respectively as referent figures. The relationship between a student and a faculty member is likely to be more distant, with less frequent interaction, than the relationship with a student referent figure.

3. Reasons and Type of Respondent-Referent Figure Relationship

Hypotheses regarding the reasons and types of relationships for the respondent-referent figure relationship are the following.

> Among instrumentally oriented students
>
> Reason: Instrumentally oriented students will choose referent figures for academic-occupational reasons. The rationale is based on the importance attached to academic and occupational preparation by the instrumentally oriented students.
>
> Relationship: Instrumentally oriented students will tend to have a personal relationship with their referent figure. It will not be a modeling type of relationship.
>
> Therefore, a personal relationship for academic-occupational reasons will be related to an instrumental orientation.

Among intellectually oriented students

Reason: Intellectually oriented students will choose referent figures for motivational reasons.[5]

Relationship: An intellectual orientation will be related to a modeling type of relationship between the respondent and referent figure.

Combining these two factors, the modeling relationship for motivational reasons will be related to an intellectual orientation.

The rationale for the hypotheses involving intellectually oriented students follows their tendency to select faculty as referent figures, which implies a more distant respondent-referent figure relationship than is likely to occur in a student-referent figure situation. In contrast to the personal type of relationship typical of student-referent figure relationships, it is likely that the more distant faculty-referent figure relationship will tend to be a modeling type of relationship. The selection of a faculty referent figure is likely to be based on motivational reasons because the faculty member signifies the epitome of academic achievement which is important to the intellectually oriented student.

---

[5] I am aware that most, if not all, behavior is "motivated." As indicated in p.171, I use the term "motivation" to describe a high level of dedication, ambition, or incentive expressed by the respondent which he attributes to the respondent-referent figure relationship.

There was no significant relationship between either instrumental or intellectual orientation and the specific reasons or type of relationship for the respondent-referent figure relationship. Lacking significant relationships, I will discuss the distribution of responses to these questions when the referent figure is a student (either undergraduate or graduate) or a faculty member. The reasons given for the selection of a student referent figure, which occurred approximately 80 percent of the time among black Opportunity students, were the following: personality factors: 67%; motivational factors: 20%; academic-occupational factors: 13%. The type of relationship with a student-referent figure was a personal relationship: 65%; a more general relationship with both the respondent and other students: 22%; and a modeling type of relationship 13 percent of the time.

The identification of personality factors as the reasons for the respondent-referent figure relationship was not anticipated because I did not feel that personality factors alone were sufficient reason to admire a person; that admiration encompassed more than personality variables. However, the identification of personality factors underlying the selection of referent figures is similar to the importance placed upon an "easy, relaxing, comfortable relationship" in the student's relationship with his best friend. Seventy-three percent of all students in the study indicated that establishing an "easy, relaxing, comfortable relationship" with their best friend was a "crucially important" aspect of the friendship. An additional twenty-one percent rated this factor as a "fairly important" aspect of the friendship, which means that a total of 94 percent of all students felt that an easy, relaxing relationship is either a "crucial, or fairly important" aspect of the friendship. Consequently, in the student's relationship with his best friend, and in the selection of a referent figure, the easy going, relaxed, comfortable aspect of the relationship appears to be a basic factor in the selection of friends and referent figures, beyond which other aspects in the relationship become important, such as intellectual discussions, activity interests, etc.

Returning to the discussion of referent figures, the following results of the reasons and relationships with faculty referent figures are based on nineteen out of a possible 119 (16 percent) responses and consequently indicate descriptive tendencies rather than statistically significant results. The reasons underlying the selection of a faculty referent figure were based on a combination of academic-occupational and professionally related factors by 50 percent of the respondents; academic-occupational factors: 22%; motivational factors: 17%; and personality factors: 11%. The type of relationship with a faculty referent figure was perceived as largely personal, with 70 percent of the students indicating the relationship was "between the referent figure and me;" 30 percent indicating the relationship was of a general nature, being both a "relationship with me and with students in general." Fewer than 6 percent indicated a modeling relationship. A modeling relationship involving a white referent figure for a black student is probably inappropriate at this time when black identity seems to be an important factor for black undergraduates. It is also very likely that the black intellectuals have sufficient motivation so that a motivational reason is unlikely. Thus, the most frequently reported reason underlying the selection of a faculty referent figure is logical: the faculty member's concern for their progress and intellectual achievement.

Let me now summarize the referent figure analysis. Students serve as referent figures more frequently than faculty by an 80 percent to 20 percent proportion. Thirty-five percent of the referent figures were white, sixty-five percent were black. Instrumentally oriented students tend to select black students as referent figures. While the majority of intellectually oriented black students also select black students as referent figures, a large minority chose white faculty referent figures. Faculty referent figures are more frequently chosen by intellectually oriented than by instrumentally oriented students.

What does this mean? What does it mean to admit students from the ghetto and place them into an alien environment which they experience at the University? What is the price these students pay in terms of anxieties, self-confidence, and the friendships they form? Do the intellectually oriented blacks feel pressure from the black student community, or their home, for selecting white friends and white referent figures at the university? Are the black intellectuals living in two worlds, the black oriented world of the ghetto when they go home, and the predominantly white world of the university? What are the implications of selecting white frinds and referent figures, or black friends and referent figures? In what ways is this beneficial, in what ways is this not beneficial for the black Opportunity student?

C. Black Students with White Friends and Referent Figures

The previous two sections of this chapter focused on the peers and referent figures of the black Opportunity students, and specifically, of the students with instrumental and intellectual orientations. In this section, I will focus upon the black students who have white friends and/or white referent figures and discuss the ways in which their educational experience may be different from other black students who select black friends and referent figures.[6] Three separate indices were constructed consisting of the black students who indicated: (1) their best friend (Friend 1) was white; (2) they have one or more white friends; and (3) they identified a white referent figure. Further analysis involved the relationship of these three indices with a large number of variables concerning racial ideology and militancy; internal-external control, the tendency to feel more or less in personal control of one's future; perceptions of the University; problems and tensions experienced at Michigan, important experiences as a student at the University, and attitudes toward race relations. The discussion will be most enlightening by beginning with the ideological factors in the selection of a white friend or referent figure before turning to the variables concerning perceptions of the University, problems encountered, important student experiences, and attitudes toward race relations.

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[6] It is important to realize that these two groups are similar in academic ability. There is no significant difference in academic ability between students with white or black friends or referent figures. Academic ability is defined as the following: high school rank; Scholastic Aptitude Test; reading speed and comprehension. See p. 216 for further discussion.

1. Ideological Factors

The ideological factors were derived from the Social Reaction Inventory which has a number of measures on racial ideology, the degree of control over one's future, and racial militancy. The Inventory has been used to determine the tendency for blacks to blame the system for the problems of blacks and to accept traditional middle class values. The following five measures are particularly relevant to this discussion.[7]

racial militancy: the tendency to overcome discrimination through collective action by using more or less militant approaches

racial ideology: the tendency for blacks to organize and deal with problems collectively rather than individually

system modifiability: the extent to which racial discrimination and other factors (such as war and world affairs) can be controlled or changed

discrimination modifiability: the extent to which discrimination can be eliminated through social and political intervention

individual-system blame: the tendency to blame the individual or the system for the problems of blacks

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[7] For a more detailed discussion, see Gurin et. al. "Internal-External Control in the Motivational Dynamics of Negro Youth," Journal of Social Issues, XXV, No. 3, 1969.

When the friendships of the black Opportunity students were compared with the respondent's belief in racial militancy, there was no significant relationship between the militancy of black students and the selection of white or black friends. This means that black students, including the black militants, have white friends.[8]

There was also no significant relationship between racial ideology and the race of his friends. There was, however, a significant relationship between racial ideology and the selection of a white or black referent figure. The selection of the referent figure involves an ideological component which is not evident in the selection of a friend. This was anticipated because the referent figure idea is ideological in nature, a concept of what one wants, would like to be, or at least admires in certain ways. Students with black referent figures were higher in racial ideology and racial militancy than students selecting white referent figures, as indicated below. It is most interesting that racial ideology has no significant relationship with the selection of friends, which is consistent with the ideological nature of the referent figure concept. Selecting a referent figure thus involves a different selection process than the selection of one's friends. In comparison with students selecting black referent figures, the students with white referent figures tend to perceive the social system and discrimination as modifiable, are less militant, and are more likely to blame themselves than to blame the system at large for the problems blacks experience.

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[8] Although it was not analyzed, I tried to reason what type of relationship black militants would establish with white friends. It is likely that the type of friendship among black militants and their white friends may be more egalitarian than the friendship shared among non-militants and their white friends, which may involve an aspect of "looking up to the white friend" for a variety of reasons.

TABLE 49

Relationship of Race of Referent Figure and Racial Ideology

Black Opportunity Students

Race of Referent Figure	N	%	Mean*	S.D.
White	33	34	7.61	2.11
Black	63	66	8.48	1.72
TOTAL	96	100%	8.18	1.90

$F(1,94) = 4.734 \quad (< .05)$

* Code ranged from 0 to 10, 10 indicating a militant ideology

TABLE 50

Relationship of Race of Referent Figure and Racial Militancy

Race of Referent Figure	N	%	Mean*	S.D.
White	33	34	3.30	0.95
Black	64	66	3.77	0.56
TOTAL	97	100%	3.61	0.74

$F(1,95) = 9.135 \quad (< .01)$

* Code ranged from 0 to 4; 4 indicating a high racial militancy

In contrast, students with black referent figures perceive the social system and discrimination as less modifiable, and are more likely to blame the system at large for the problems black face rather than place the burden for failure on blacks themselves, and are more militant in dealing with the social system. A discussion of racial ideology related to campus issues is located on p. 207.

TABLE 51

Relationship between Race of Referent Figure and System Modifiability

Black Opportunity Students

Race of Referent Figure	N	%	Mean*	S.D.
White	33	35	1.73	1.42
Black	60	65	1.27	1.02
TOTAL	93	100%	1.43	1.19

F (1,91) = 3.255 (<.10)

* Code ranged from 0-4; 4 indicating high system modifiability

TABLE 52

Relationship between Race of Referemt Figure and Discrimination Modifiability

Black Opportunity Students

Race of Referent Figure	N	%	Mean*	S.D.
White	33	35	1.45	1.15
Black	61	65	1.02	1.06
TOTAL	94	100%	1.17	1.10

F (1,92) = 3.465 (<.10)

* Code ranged from 0-3; 3 indicating high modifiability

TABLE 53

Relationship between Race of Referent Figure and Individual - System Blame

Black Opportunity Students

Race of Referent Figure	N	%	Mean*	S.D.
White	33	34	2.82	1.04
Black	63	66	3.21	0.92
TOTAL	96	100%	3.07	0.98

$F(1,94) = 3.516$ ($<.10$)

* Code ranged from 0-4; 4 = tendency to blame the system

Another variable derived from questions appended to the Social Reaction Inventory involves a measure of test anxiety: student attitudes toward tests and the extent of emotional turmoil related to testing situations. When the selection of white friends and referent figures was related to a measure of test anxiety, it was found that students with white friends and referent figures were more likely to experience test anxiety than students with black friends and referent figures. This suggests that a component of the friendship and the selection of the referent figure lies in the academic area; that is, the friendship and referent figure are involved with academic factors, which include doing well academically. If maintanence

TABLE 54

Relationship between Race of Referent Figure and Test Anxiety

Black Opportunity Students

Race of Referent Figure	N	%	Mean*	S.D.
White	32	34	23.91	6.56
Black	63	66	21.21	7.02
TOTAL	95	100%	22.12	6.95

F (1,93) = 3.278 (<.10)

* Code ranged from 0-44; 44 = high test anxiety

TABLE 55

Relationship between Race of Friends and Test Anxiety

Black Opportunity Students

Number of White Friends	N	%	Mean*	S.D.
None	66	61	21.45	6.09
At least one	43	39	23.81	7.91
TOTAL	109	100%	22.38	6.93

F (1,107) = 3.075 $(<.10)$

* Code ranged from 0-44; 44 = high test anxiety

of the friendship with white students and of the referent figure is perceived by the black student as related to his success in the academic area, it is logical that he may experience considerable pressure, both internally and externally to perform academically.

What implications have these results for the University? The most glaring implication is the need for black models for the militant black students. A white model is not acceptable to these students, and even though the black militants may have white friends, these friends are not chosen as referent figures. In the next chapter I discuss the preference of 75 percent of the black Opportunity students for a black professor and an 85 percent preference for black counselors. While there are certain background factors which make it desirable for black individuals to counsel black students, there is an even greater need being expressed for a black referent figure--someone whom blacks can admire, someone with whom they can discuss the specific black-identity problems with which they are coping, and be confident that this person understands their problems. In addition to the broad range of personal and academic adjustments required of students in an academic environment, black students encounter additional problems such as white friendships, the effect of white friendships on the black student's relationship with other black friends, and, with the heightened concern with black identity, the question of how one handles his relationship to other friends and campus groups of varying degrees of black ideology.

2. Perceptions of Michigan

For the remainder of this section, I will follow the outline used in Chapter Five to discuss the perceptions of the University, the problems encountered, and the important experiences of black students with white referent figures. When desirable for clarification, I will use the results of analysis of students with white friends compared with the results of students with white referent figures, analyzed on the same variable. The friendship and referent figure questions are operating in quite different ways. The choice of a referent figure has an ideological component which is missing in the choice of a friend. For example, there is no significant relationship between the selection of a white or black referent figure and the respondent's perception of the University regarding a genuine-superficial acceptance of blacks, having friendlier-or more antagonistic feelings toward students of other races, and greater belief in integration or separatism. These latter three variables all deal with the friendship area. We will note below that the selection of black friends was related to a feeling of superficial acceptance, more antagonistic feelings toward students of other races, and somewhat greater belief in separatism. The lack of statistical significance in the selection of either a white or black referent figure and these variables, which are largely in the friendship area, indicates that the friendship and referent figure questions are operating in different ways. Since racial ideology is not a significant factor in the selection of a friend, but is significant in the selection of a referent figure, (i.e., students choosing black referent figures are higher in racial ideology than those choosing white referent figures), racial ideology has very little, if any, relationship with the respondent's perception of the University in terms of being accepted as a black student.

3. Problems Encountered at Michigan

When analyzed by choice of friend and referent figure, the most significant problems for black students involve their friendships and questions surrounding the search for personal identity. These problems are more closely related to the selection of a friend than the selection of a referent figure as is indicated by a higher level of significance in these areas when analyzed by friends compared with referent figures.

A feeling of social isolation and loneliness is a significant problem for the black students with white friends, and tends to be accentuated as the number of white friends increases. Compared with students with no white friends, loneliness was a problem at the $<.05$ level for students with one or more white friends. Students indicate they "are unable to find individuals or groups who were really congenial and with whom I felt happy," "feel isolated and lonely," and also "feel disillusioned about a friendship or a friend."

TABLE 56

Relationship of Variables Involving Social Isolation, Loneliness, and the Number of White Friends

Black Opportunity Students

Q. 71 In the list below are some experiences which college students often describe as crises or problems during the college years. You may have encountered some of these situations or problems during your life at Michigan. For each situation, please consider how much of a crisis or problem it has been for you.

1. An inability to find individuals or groups who were really congenial and with whom I felt happy.

Number of White Friends	N	%	Mean*	S.D.
None	67	60	3.55	0.76
One or more	45	40	3.11	0.91
TOTAL	112	100%	3.37	0.85

F (1,110) = 7.681 (<.01)

* Code ranged from 1 to 4; 1 = A crisis that bothered me a great deal

4 = I haven't had this experience

TABLE 56--Continued

2. A feeling of isolation and loneliness

Number of White Friends	N	%	Mean*	S.D.
None	67	60	3.07	0.91
One or more	45	40	2.71	0.92
TOTAL	112	100%	2.93	0.93

F (1,110) = 4.259 (<.05)

* Code ranged from 1 to 4; 1 = A crisis that bothered me a great deal

4 = I haven't had this experience

3. A disillusionment about friendship or a friend

Number of White Friends	N	%	Mean*	S.D.
None	67	60	3.25	0.82
One or more	45	40	2.71	1.06
TOTAL	112	100%	3.04	0.96

F (1,110) = 9.282 (<.01)

* Code ranged from 1 to 4; 1 = A crisis that bothered me a great deal

4 = I haven't had this experience

Analysis of the question regarding disillusionment in the friendship indicated that students with one or more white friends reported disillusionment as a problem to a greater degree than students with no white friends. The question did not identify the race of the friend about whom the problem occurred. It is possible that a student's black friends may reject him for his white friendships. It is also likely that the disillusionment is related to the white friend in the sense that the white friend does not fully reciprocate the black student's friendship.

A related question involved the black student's interaction with the larger white student body, in the sense of experiencing difficulty in joining groups, unfriendliness among white students, oversolicitude, or feeling a conflict between "being forced to choose" between my black and white friends. Regardless of white or black friendships, difficulty in joining groups was not indicated as a significant problem. In contrast to students with black friends, the students with white friends indicated the forced choice between my white and black friends posed a "very big problem" significant at less than the .001 level. Problems of oversolicitude tended to work in the opposite direction, with oversolicitude from white students posing a greater problem for students with black friends and black referent figures than for students with white friends and referent figures. In other words, students who stay within the black community for friendships and referent figures tend to respond to the white student's questions about his experience as oversolicitude. The more the black student has white friends and involves himself in the white as well as the black community, the less he is likely to feel white students are oversolicitous but the more likely he is to feel that he has to choose between his white and black friends, and the more he is likely to experience loneliness and social isolation.

TABLE 57

Relationship of Black Students with White Friends and Friendship Problems

Q. 95 We're interested in problems or stressful situations that black students may have at Michigan. Have you experienced any of the following situations here at Michigan?

1. Feeling a conflict between "being forced to choose" between my black friends and white friends.

Number of White Friends	N	%	Mean*	S.D.
None	64	60	2.64	0.60
One or more	42	40	2.12	0.70
TOTAL	106	100%	2.43	0.69

F (1,104) = 16.631 (<.001)

* Code ranged from 1 to 3; 1 = A very big problem
3 = Not really a problem at all

2. Oversolicitude from white students

Number of White Friends	N	%	Mean*	S.D.
None	65	61	2.11	0.75
One or more	42	39	2.40	0.66
TOTAL	107	100%	2.22	0.73

F (1,105) = 4.348 (<.05)

*Code ranged from 1 to 3; 1 = A very big problem
3 = Not really a problem at all

TABLE 57--Continued

2. Oversolicitude from white students (con't.)

Race of Referent Figure	N	%	Mean*	S.D.
White	33	35	2.42	0.66
Black	61	65	2.16	0.76
TOTAL	94	100%	2.25	0.73

F (1,92) = 2.757 (.10)

* Code ranged from 1 to 3; 1 = A very big problem
3 = Not really a problem at all

3. White students don't make friends with me

Number of White Friends	N	%	Mean*	S.D.
None	65	60	2.81	0.46
One or more	44	40	2.64	0.61
TOTAL	109	100%	2.74	0.53

F (1,107) = 3.002 ($<$.10)

* Code ranged from 1 to 3; 1 = A very big problem
3 = Not really a problem at all

While there was no significance between the selection of a white friend and a white referent figure and the feeling that "white students don't make friends with me," there was a significant relationship ($<.10$) between students with one or more white friends and feeling that white students were unfriendly. This result tends to give greater clarity to the earlier finding (see p. 197) regarding disillusionment about a friendship or a friend. It suggests that black students who extend themselves into the white community and who tend to have closer ties with whites than blacks may feel disillusioned in less than a complete acceptance of them by their white friends.

I will now discuss the student's search for personal identity. I am making a distinction between black identity (one's relationship to black ideology) and personal identity (a self-searching, philosophical questioning). The important finding is that self-searching tends to be a white middle-class phenomenon; however, black students with white friends are also involved in the search for personal identity. In contrast to the black students with white friends, the black students with black friends are involved in black identity issues.

The search for personal identity posed more of a problem for students with white friends (.05) and a white referent figure ($<.10$) than for students with no white friends or a black referent figure. The question regarding the search for identity was worded in a personal way--"a difficulty in 'finding' myself in the sense of personal meaning and identity--where I was headed, what I was seeking in life"--and did

TABLE 58

Relationship of White Friends, Referent Figure and the Search for Personal Identity

Q. 71 Crises during the college years. To what extent has the following statement been a problem for you?

A difficulty in "finding myself in the sense of personal meaning and identity--where I was headed, what I was seeking in life."

Number of White Friends	N	%	Mean*	S.D.
None	67	60	2.45	1.10
One or more	45	40	2.04	0.98
TOTAL	112	100%	2.29	1.07

F (1,110) = 3.933 (.05)

Race of Referent Figure	N	%	Mean*	S.D.
White	33	34	2.06	0.93
Black	65	66	2.48	1.09
TOTAL	98	100%	2.34	1.05

F (1,96) = 3.498 ($<$.10)

* Code ranged from 1 to 4; 1 = A crisis that bothered me a great deal

4 = I haven't had this experience

not tap the broader relationship between the individual and the broader black community. This personal identity question seems related to the ideological concept of referent figures since indicating the search for personal identity as a problem involves both students with numerous white friends and students who select white referent figures.[9] See footnote below for a frequency distribution of the black students' responses to the personal identity question.

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[9] The following table is a frequency distribution of the black students' responses to the personal identity question.

How much of a problem has the following been for you at the University?

> "A difficulty in 'finding' myself in the sense of personal meaning and identity--where I was headed, what I was seeking in life." (N = 119)

	N	%
(1) A crisis that bothered me a great deal	32	27
(2) A problem that bothered me	39	33
(3) I had this experience but it didn't bother me much	26	22
(4) I haven't had this experience	22	18
TOTAL	119	100%

It is interesting to note that selection of a friend or referent figure is not significantly related to problems in the academic area discussed in Chapter Five above. Problems such as academic press and resulting self questioning, difficulty learning study habits, questioning of academic ability, and fear of failure were not related to the selection of white or black friends or referent figures.

However, you will remember that students with white friends and referent figures were more likely to experience test anxiety than students with black friends and referent figures. (See p. 192) This suggests that a component of the friendship and the selection of the referent figure lies in the academic area; that is, the friendship and referent figure are involved with academic factors, which include doing well academically. It is very interesting that general academic pressure was not related to the selection of white or black friends or referent figures, but that experiencing pressure related to examinations (test anxiety) was related to students with white friends and referent figures.

4. Important Experiences at the University

The third major section of Chapter Five involved the experiences students considered important at the University of Michigan. You may remember that two of the experience-related variables discussed in Chapter Five which were significantly related to students with instrumental and intellectual orientations were: (1) the importance placed upon cultural-cosmopolitan broadening (p. 138) and (2) the personal search for identity (p. 140). There was only a very slight relationship between black students with white friends and these two experience-related variables.

The cultural-cosmopolitan variable included interest in literature and the arts, meeting new people, and in developing better patterns of speech. There is a tendency for students with white friends to indicate a higher interest in cultural broadening and specifically in developing better patterns of speech ($<.10$). The interest in cultural broadening and specifically in developing better speech ties in with the test anxiety discussed on p. 192. These findings suggest that the black students with white friends tend to assume a middle class white idenity. I would not have anticipated the black students with white friends, who are also higher in intellectual orientation, to experience test anxiety, but they do. There were no significant differences between students selecting white or black referent figures and these variables.

The "search for identity" variable which comprises the importance placed on developing a philosophy of life, understanding people, and in finding a purpose in life was not related to the selection of friends or referent figures.

TABLE 59

Relationship of Race of Friend with the Importance of Cultural-Cosmopolitan Broadening

Black Opportunity Students

Race of Best Friend	N	%	Mean*	S.D.
White	21	18	7.52	2.60
Black	94	82	6.46	2.56
TOTAL	115	100%	6.65	2.59

F (1,113) = 2.962 (<.10)

* Code ranged from 0-12; 12: High interest in cultural-cosmopolitan broadening

Q. 50 Please rate the importance of the following goal which might be attained as a result of being in college.

18. Developing better patterns of speech

Race of Best Friend	N	%	Mean*	S.D.
White	21	18	3.33	1.49
Black	94	82	2.75	1.26
TOTAL	115	100%	2.86	1.32

F (1,113) = 3.374 (<.10)

* Code ranged from 5 to 1: 5 = Extremely important

1 = Unimportant

5. Attitudes toward Race Relations and Militancy

Student attitudes toward race relations and black militancy paralleled the results regarding racial ideology and militancy discussed earlier in this section (pp.185-188). In comparison with students selecting white referent figures, students selecting black referent figures were higher in race ideology, were more likely to blame the system than oneself for the problems of blacks, and were higher in racial militancy. (See tables 49-53, pp. 187-190.)

Students with black friends and referent figures strongly prefer teachers and counselors of their own race, and strongly endorse the idea of an all black dormitory, while students with white friends and referent figures place less importance on black professors and counselors and tend to have "no feelings" about an all black dorm, but express interest in an equally integrated dormitory.

TABLE 60

Relationship of Several Race Relations Questions to Race of Friend and Referent Figure

Black Opportunity Students

Q. 91 Some students prefer to have a teacher of their own race. Assuming two professors are equally trained, how important is similarity of race among student and professor to you?

Number of White Friends	N	%	Mean*	S.D.
None	67	60	1.66	0.73
One or more	44	40	2.09	0.88
TOTAL	111	100%	1.83	0.82

F (1,109) = 7.939 (<.01)

Race of Referent Figure	N	%	Mean*	S.D.
White	32	33	2.22	0.87
Black	65	67	1.66	0.73
TOTAL	97	100%	1.84	0.82

F (1,95) = 10.901 (<.01)

* Code ranged from 1 to 5: 1 = I would strongly prefer a teacher of my own race

TABLE 60--Continued

Q. 92 Some students prefer to discuss personal factors--academic and/or personal problems--with a counselor of their own race. Assuming two counselors are equally well trained, how important is similarity of race among student and counselor to you?

Number of White Friends	N	%	Mean*	S.D.
None	66	60	1.30	0.61
One or More	45	40	1.60	0.86
TOTAL	111	100%	1.42	0.73

F (1,109) = 4.533 ($<.05$)

Race of Referent Figure	N	%	Mean*	S.D.
White	33	34	1.54	0.71
Black	64	67	1.33	0.69
TOTAL	97	100%	1.40	0.70

F (1,95) = 2.111 (NS)

*Code ranged from 1 to 5: 1 = I would strongly prefer a counselor of my own race

TABLE 60--Continued

Q. 78 In response to some of the black students' demands, several campuses have dorms where all black students live together. We'd like to know what you think of this idea.

Number of White Friends	N	%	Mean*	S.D.
None	67	60	2.36	1.31
One or more	45	40	3.09	1.63
TOTAL	112	100%	2.65	1.49

F (1,110) = 6.842 (.01)

Race of Referent Figure	N	%	Mean*	S.D.
White	33	34	3.33	1.45
Black	65	66	2.26	1.37
TOTAL	98	100%	2.62	1.48

F (1,96) = 12.847 ($<$.001)

* Code ranged from 1 to 5: 1 = I think it's a very good idea

5 = I definitely do not think it's a good idea; it's a bad idea

TABLE 60--Continued

Q. 77 Several other campuses have experimented with a unique living arrangement in which an equal number of whites and blacks lived together. If such an arrangement were established on the campus, would you be interested in living there?

Number of White Friends	N	%	Mean*	S.D.
None	67	60	3.54	1.34
One or More	45	40	2.58	1.37
TOTAL	112	100%	3.15	1.43

F (1,110) = 13.521 (<.001)

Race of Referent Figure	N	%	Mean*	S.D.
White	33	34	3.03	1.47
Black	65	66	3.06	1.49
TOTAL	98	100%	3.05	1.47

F (1,96) = 0.010 (NS)

* Code ranged from 1 to 5: 1 = I would be very much interested

The significant difference between black students with black friends rejecting the integrated dormitory while there was no significant difference between the selection of a white or black referent figure and interest in an integrated dormitory is another example of the distinction between the selection of a friend and a referent figure. Black students with black friends generally reject the proposal for an integrated dormitory which is consistent with their interest in emotional support from other black students. The lack of significant differences between the selection of a white or black referent figure and interest in an integrated dormitory is consistent with the ideological component in the referent figure concept which apparently is not operating in the question regarding attitudes toward integrated dormitories. The major reason for the interest in an all black dormitory appears to be more a need for emotional support than an expression of ideology, as evident by the strong relationship between black friends and dormitory preference. These results indicate that the friendship factor is very important in the preference for an all black dormitory.

The selection of black friends and referent figures was related to greater acceptance of black identity as indicated by preference in being called brother (or sister) by another black, objection to the term "Negro" when used by whites, interest in control of one's community, and a tendency to be more active in the Black Student Union. Students selecting white friends and referent figures generally responded in the opposite direction, indicating less acceptance of black identity by responding that there was less preference in being called brother (or sister), do not mind being called Negro by whites, expressing greater interest in integration than in attaining control of one's community, and less involvement in the Black Student Union. Students with black referent figures feel that militancy has helped the black cause and tend to endorse a greater degree of militancy than do students selecting white referent figures, ($<.05$).

TABLE 61

Relationship of Race of Friends and Referent Figures to Black Idenity Issues

Black Opportunity Students

Q. 102 Do you think that blacks should separate from the American government and form their own government, increase control of their own communities, or try to integrate into the white community? I think that:

Number of White Friends	N	%	Mean*	S.D.
None	64	59	2.11	0.44
One or more	44	41	2.29	0.46
TOTAL	108	100%	2.18	0.46

F (1,106) = 4.473 $(<.05)$

* Code ranged from 1 to 3:
1 = Blacks should separate
2 = Blacks should control their own communities
3 = Blacks should integrate

Q. 106 Here is a list of names which people of our race sometimes call each other. Which of these names do you prefer to be called by? (CHECK HOW YOU FEEL ABOUT BEING CALLED EACH OF THE FOLLOWING NAMES FIRST BY OTHER PEOPLE OF OUR RACE, THEN BY WHITES.)

a) Negro

b) Afro-American

c) Colored

d) Black

e) Brother (sister)

TABLE 61--Continued

Q. 106 a. Feeling about being called Negro by whites

Number of White Friends	N	%	Mean*	S.D.
None	61	58	2.49	0.62
One or more	44	42	2.20	0.73
TOTAL	105	100%	2.37	0.68

F (1,103) = 4.681 (<.05)

Q. 106 e . Feeling about being called Brother (or Sister) by people of our race

Number of White Friends	N	%	Mean*	S.D.
None	64	60	1.36	0.51
One or more	43	40	1.65	0.72
TOTAL	107	100%	1.48	0.62

F (1,105) = 5.972 (<.05)

* Code ranged from 1 to 3: 1 = Prefer

3 = Object to

TABLE 61--Continued

Q. 108 Please indicate the extent of involvement in the Black Student Union at the University

Number of White Friends	N	%	Mean*	S.D.
None	67	60	2.40	0.89
One or more	44	40	2.93	0.95
TOTAL	111	100%	2.61	0.95

F (1,109) = 8.905 $(<.01)$

* Code ranged from 1-4: 1 = Very involved now

4 = No involvement

Q. 103 Some people say that the increase in black militancy has helped blacks and some say it has hurt blacks. Which do you think?

Number of White Friends	N	%	Mean*	S.D.
None	63	58	1.49	0.53
One or more	45	42	1.69	0.67
TOTAL	108	100%	1.57	0.60

F (1,106) = 2.883 $(<.10)$

Race of Referent Figure	N	%	Mean*	S.D.
White	31	33	1.74	0.68
Black	64	67	1.47	0.53
TOTAL	95	100%	1.56	0.60

F (1,93) = 4.548 $(<.05)$

* Code ranged from 1 to 4: 1 = Helped a great deal

4 = Hurt a great deal

6. Relationship of the Race of Friends and Referent Figures to Entering Characteristics, Academic Average

There was no significant relationship between the selection of a white or black friend and referent figure and the respondent's admission and test data such as high school rank, SAT scores, reading speed and comprehension, or the achievement personality variable of the Opinion, Attitude, and Interest Survey, (OAIS). Students with white referent figures do have a higher grade point average (<.10), a 2.36 compared to a 2.18 on a four point scale (4=A).

TABLE 62

Relationship of Race of Referent Figure to Academic Average

Black Opportunity Students

Race of Referent Figure	N	%	Mean*	S.D.
White	31	33	2.36	0.49
Black	63	67	2.18	0.45
TOTAL	94	100%	2.24	0.47

F (1,92) = 3.193 (<.10)

*Range of grade point average: = 4 to 0; 4 = A; 0 = E

A large proportion of the students are moderately dissatisfied with their grade point average and expect their academic performance this coming year to be no higher than 25 to 50% of other students in their class. However, the majority of students indicated that the grade point average toward which they were working was in the B to B- range. The expectation to be in the middle or third quartile of one's class reflects the tension related to the academic area combined with the experience of not doing as well as the students had expected. Perhaps the anticipated academic performance, while appearing pessimistic, is a realistic evaluation of their experience thus far at the University.

D. Summary

Black students do have white friends; approximately twenty percent of the black students chose a white student as their best friend. A comparison of the instrumental and intellectually oriented students indicated that the instrumentally oriented students chose a black rather than a white student as their best friend and that the probable selection of a black friend increased with an increase in instrumental orientation; the higher the instrumental orientation, the greater the probability that the best friend will be a black student. When the racial identity of the respondent's three friends were analyzed for racial differences, instrumental students are likely to have none or no more than one white friend. Increased frequency of listing white students among the three best friends was associated with a lower instrumental orientation. In contrast to the predominantly black friendships of instrumentally oriented students, the intellectually oriented students tended to choose a white student as their best friend. Similarly, there is a strong trend between a higher intellectual orientation and the number of white friends. The higher the intellectual orientation of the respondent, the more likely he is to have one or more white friends.

In the analysis of referent figures, black Opportunity students identity students as referent figures more frequently than faculty, by an 80 to 20 percent proportion. Thirty-five percent of the referent figures were white, sixty-five percent were black. Instrumentally oriented students tend to select black students as referent figures.

While the majority of intellectually oriented black students also select black students as referent figures, a large minority chose while faculty referent figures. White referent figures are more often chosen by intellectually oriented than by instrumentally oriented students. The selection of a referent figure involves an ideological component which is not evident in the selection of a friend.

The *reasons* underlying the selection of a *faculty referent figure* were based on a combination of academic-occupational and professionally related factors for the largest proportion of respondents. The *type of relationship* with a faculty referent figure was perceived as largely personal, with 70 percent of the students indicating the relationship was between the respondent and the referent figure; 30 percent indicating the relationship was of a general nature, being both a relationship with the respondent and with other students.

Black students with white friends and referent figures are more likely to experience test anxiety, social isolation and loneliness, and feel forced to choose between white and black friends than students with black friends and referent figures. A component of the selection of white friends and referent figures involves a feeling of pressure to succeed academically in order to maintain the relationship with white students and the white referent figure.

CHAPTER VII

The Relationship of Orientations to Race Related Issues

This final chapter of analysis involves the attitudes of black Opportunity students toward a variety of race related issues. It explores the racial composition of the neighborhood in which they would like to live and of the schools they would like to have their children attend; the desirability for teachers and counselors of one's own race; the pressures of oversolicitude and feelings of forced choices in interracial friendships; the attitudes toward black awareness and militancy. These are among some of the basic or "gut" issues faced by black students at the University of Michigan; that is, how one operates within the university and how it feels to be black in a large, predominantly white university. In order to gain the most accurate insight into the data, I will discuss the responses of the black Opportunity students as a group before focusing on the responses of the instrumental and intellectually oriented students.

A. General Race Relations Issues

1. Desired Racial Composition of Neighborhood

Following Questionnaire items concerning the racial composition of the neighborhood in which they lived during high school (Q. 87), and of the high school itself (Q. 89), students were asked to indicate the type of neighborhood in which they would like to live (Q. 88) and the racial composition of the schools they would like to have their children attend (Q. 90). Five alternatives were given ranging from a completely black neighborhood and school to an entirely white neighborhood and school. The following table indicates the frequency and

TABLE 63

The Racial Composition of Neighborhood and School Experienced and Desired by Black Opportunity Students

Frequency and Percentage Distribution

Possible Responses	Q.87 Neighborhood lived in during high school		Q.88 Neighborhood desired		Net change	Q.89 Racial composition of high school		Q.90 Desired composition of children's school		Net change
	N	%	N	%	%	N	%	N	%	%
1. An exclusively white neighborhood (school)	1	1	0	0	-1	2	2	2	2	0
2. An integrated, mostly white neighborhood (school)	10	8	2	2	-6	48	40	8	6	-34
3. An equally integrated neighborhood (school)	11	9	41	34	+25	25	21	59	50	+29
4. An integrated, mostly black neighborhood (school)	54	46	49	41	-5	30	25	32	27	+2
5. An exclusively black neighborhood (school)	42	35	24	20	-15	13	11	14	12	+1
Non-ascertainable	1	1	3	3		1	1	4	3	
Total	119	100%	119	100%		119	100%	119	100%	

percentage distribution among the responses of the black Opportunity students.

There is a trend to move from the exclusively black neighborhood in which students lived during high school to a neighborhood with a more equitable racial balance, either an "integrated, mostly black neighborhood", or "an equally integrated neighborhood." There is a move toward integration from both extremes. The black students who lived in predominantly white neighborhoods and those who lived in an exclusively black neighborhood both indicate a desire for a more integrated neighborhood. Comparing the type of neighborhood in which the respondent lived during high school with the racial composition of the neighborhood desired, there is an increase of 25 percent in the preference for an equally integrated neighborhood and a 15 percent decrease from an exclusively black neighborhood. The majority of students want an integrated or predominantly (but not exclusively) black neighborhood.

2. Desired Racial Composition of Children's School

Among the black Opportunity students as a group, there is greater desire for one's children to attend an integrated school than to live in an integrated neighborhood. While there is some willingness to get out of the ghetto, there is a greater willingness for interracial mingling in the school setting (58%) than in the neighborhood (36%). Predominantly white schools are virtually rejected in favor of the equally integrated or predominantly black schools. I interpret the interest in an integrated or predominantly black school to be related to several factors: an interest in the higher quality of instruction and facilities generally available in integrated schools; and, the opportunity for introducing black courses related to the educational and personal needs of black students. I do not feel the desire for integrated schools suggests a specific interest in integration since there is a strong interest in living in a black neighborhood. The current policy of neighborhood schools results in the children from predominantly black neighborhoods attending predominantly black schools, which conflicts with the desire for a more integrated school setting. The increased interest in neighborhood control of schools is one way of upgrading the predominantly black schools.

3. Desirability of a Black Teacher or Counselor

Two questions surveyed student preference for a teacher or counselor of one's own race. "Assuming two professors (counselors) were equally well trained, how important is similarity of race among student and professor (counselor) to you?" Forty percent of the black Opportunity students indicated they would strongly prefer a professor of their own race whereas 71 percent strongly preferred a black counselor. The need for black counselors and psychologists with whom one can discuss personal and academic problems is widespread, particularly in assisting the student to deal with the complexities of being black in a white university, for example, the problem of interracial friendships and maintaining identity with the black student community.

Having discussed the general trends of the responses to these race related questions, it is interesting to note the lack of a significant relationship of students higher in instrumental or

TABLE 64

Student Preference for Black Teacher and Counselor

Frequency and Percentage Distribution of Black Opportunity Students

Q. 91 Some students prefer to have a teacher of their own race. Assuming two professors are equally well trained, how important is similarity of race among student and professor to you?

	N	%
1. I would prefer a teacher of my own race	48	40
2. It would be nice, but it's not crucial to me	43	36
3. I don't really care about it one way or the other	26	22
4. I don't think I'd like it	0	0
5. I would strongly prefer a teacher of another race	1	1
Non-ascertainable	1	1
Total	119	100%

Q. 92 Some students prefer to discuss personal factors--academic and/or personal problems--with a counselor of their own race. Assuming two counselors are equally well trained, how important is similarity of race among student and counselor to you?

	N	%
1. I would strongly prefer a counselor of my own race	84	71
2. It would be nice, but it's not crucial to me	22	18
3. I don't really care about it one way or the other	10	8
4. I don't think I'd like it	2	2
5. I would strongly prefer a counselor of another race	0	0
Non-ascertainable	1	1
Total	119	100%

intellectual orientations to these questions. The racial composition of the neighborhood in which one lived during the high school years, the type of neighborhood desired, the racial balance of one's high school, and of the school desired for their children had no significant relationship with either orientation.

Similar results were obtained regarding the desirability of black professors, and personal and/or academic counselors. The desirability for a black counselor and a black professor is evident by the high percentage of students indicating these preferences. There was not sufficient diversity in the responses for there to be a significant relation between instrumental or intellectual orientations and a specific alternative.

B. Interracial Friendships: Relationship with White Students

Two questions probed the experiences of black students with their white peers to determine the degree to which oversolicitude from white students is perceived as a problem, and the extent to which students experience "a conflict between being forced to choose between my black friends and white friends." Oversolicitude tended to be a slightly greater problem among the black Opportunity students with 56 percent indicating this to be "somewhat of a problem" or "a very big problem," compared with 41 percent experiencing a problem in being forced to choose between white and black friends. The responses for the entire sample of black Opportunity students are given in the following table.

When these two questions regarding interaction with white students are analyzed by orientations, oversolicitude is not significantly related to students of either orientation. The problem of feeling forced to choose between white and black friends is positively related (at the .05 level) to students higher in intellectual and negatively related to students higher in instrumental orientations.

TABLE 65

Problems of Oversolicitude and Feeling Forced to Choose Friends among Black Opportunity Students

Frequency and Percentage Distribution

	Q.95h Oversolicitude from white students		Q.95i Feeling a conflict between "being forced to choose" between black/white friends	
	N	%	N	%
1. A very big problem	20	16	13	11
2. Somewhat of a problem	47	40	36	30
3. Not really a problem at all	47	40	64	54
Non-ascertainable	5	4	6	5
Total	119	100%	119	100%

TABLE 66

Relationship of "Feeling Forced to Choose Between My White and Black Friends" and Students of Instrumental and Intellectual Orientations

Black Opportunity Students

	Instrumental Orientation			
	N	%	Mean	S.D.
1. A very big problem	13	12	10.15	3.26
2. Somewhat of a problem	36	32	11.39	3.01
3. Not really a problem at all	63	56	12.36	2.86
Total	112	100%	11.79	3.02

F (2,109) = 3.513 (<.05)

TABLE 66--Continued

	Intellectual Orientation			
	N	%	Mean	S.D.
1. A very big problem	13	12	63.54	14.31
2. Somewhat of a problem	33	32	55.15	12.75
3. Not really a problem at all	59	56	53.17	12.96
Total	105	100%	55.08	13.35

F (2,102) = 3.358 (<.05)

These results are consistent with those discussed earlier in Chapter 6 regarding the tendency among the more highly intellectually oriented students to select white friends with greater frequency than students high in instrumental orientation. One might expect the students higher in intellectual orientation to experience both oversolicitude, due to their openness to white students, and conflict in choosing between white and black friends. However, this would not be consistent with the findings regarding the attitude of black students with white friends toward "oversolicitude" and "being forced to choose between white and black friends." (See Chapter 6, pp. 198-200) In comparison with students with all black friends, students with white friends were much more likely to experience a conflict of "being forced to choose between my black and white friends" (<.001); but students with all black friendships identified oversolicitude as a significant problem (<.05). The forced choice situations may occur frequently during the day, at meals, in classes, in preparation of assignments, in virtually every activity which is open to group participation. Consequently, students who experience this problem could conceivably be under considerable stress.

C. Black Identity Issues

As used in this section, black identity concerns the extent of personal involvement in issues related to black consciousness such as an involvement in activities promoting black awareness and an interest in black, rather than integrated, dormitories. Like other conceptual issues, students can be approximately placed on a continuum of involvement or agreement relating to black identity issues.

A "black identity index" was constructed from several interrelated questions involving (1) an interest in an all-black dormitory; (2) attitudes toward black separatism; (3) the terminology they find appropriate as ways of referring to blacks; and (4) the degree of involvement in four activities related to black awareness. See Table 114 in Appendix H for the formation of this index. It is interesting to note that while attitudes toward black identity overlap with attitudes toward violence and militancy, the black identity variables were separated from the militancy variables during factor analysis. For this reason, and for the purpose of clarity, black identity and militancy will be discussed separately.

The data are very interesting in at least two respects: the wide range of responses among the black Opportunity students to these questions, and the relationship of students with instrumental and intellectual orientations to these issues. I will first discuss the responses of the entire sample of black Opportunity students to the three measures of black identity: interest in an all black dormitory; desirability of terminology referring to oneself; and degree of involvement in black groups promoting black consciousness.

1. Interest in an All Black Dormitory

The question of separate dormitories for black students has been a topic of much concern and legal debate. It is an issue which, at the time of the survey, divided the black student community into two groups, those favoring and those opposed to the idea. Three questions concerning the racial composition of dormitories were asked as indicated in the following table.

Q. 77 Several other campuses have experimented with a unique living arrangement in which an equal number of whites and blacks lived together. If such an arrangement were established on the campus, would you be interested in living there?

		N	%	
(1)	I would be very much interested	23	19	35%
(2)	I would generally be interested, but I have some doubts	19	16	
(3)	I don't have any feelings about this one way or another	21	18	
(4)	I don't think I would be interested in this	27	23	47%
(5)	I am definitely not interested in this	29	24	
	Total	119	100%	

Q. 78 In response to some of the black students' demands, several campuses have dorms where all black students live together. We'd like to know what you think of this idea.

		N	%	
(1)	I think it's a very good idea	35	29	59%
(2)	I think it's a fairly good idea, but I have some doubts	36	30	
(3)	I don't have any feelings about this one way or another	9	8	
(4)	I don't think it's a good idea	19	16	33%
(5)	I definitely do not think it's a good idea; it's a bad idea	20	17	
	Total	119	100%	

Q.79 If such an arrangement were established, would you be interested in living there?

	N	%
(1) Yes, I'd be interested in living in an all black dorm	58	49
(2) No, I wouldn't be interested in living in an all black dorm	60	50
Non-ascertainable	1	1
Total	119	100%

The polarity of feeling about an all black dormitory is very interesting; more students favor the idea (59%) than oppose (33%). A proportion of the students who favor the availability of such accommodations would not live in an all black dormitory, as indicated by the responses to questions 78 and 79. There is a broader distribution of responses concerning an equally integrated housing situation: 35 percent interested; 47 percent not interested; and 18 percent "not having any feelings about this one way or another." When analyzed by orientations, there was no significant relationship between opinions about an all black dormitory and students of either instrumental or intellectual orientations. This lack of a significant relationship probably indicates the complexity of the issue. The intellectually oriented students tended to respond at the extremes: they were either very interested or were not interested in an equally integrated dormitory, with a tendency for the highly intellectually oriented students to favor the integrated housing arrangement.

TABLE 67

Relationship of Instrumental and Intellectual Orientations and Interest in an Equally Integrated Dormitory

Black Opportunity Students

	Instrumental Orientation			
	N	%	Mean	S.D.
1. Very much interested	23	19	11.26	3.33
2. Interested, but have some doubts	19	16	12.00	2.98
3. No feelings one way or another	21	18	11.67	3.62
4. Don't think I would be interested in this	27	23	12.70	2.14
5. Definitely not interested	28	24	10.61	3.18
Total	118	100%	11.63	3.10

F (4,113) = 1.765 (NS)

	Intellectual Orientation			
	N	%	Mean	S.D.
1. Very much interested	20	18	62.35	11.90
2. Interested, but have some doubts	18	16	54.06	13.19
3. No feelings one way or another	21	19	51.38	11.83
4. Don't think I would be interested in this	24	22	53.12	14.76
5. Definitely not interested	27	24	56.37	12.85
Total	110	100%	55.42	13.29

F (4,105) = 2.199 (.10)

2. Attitudes Toward Black Separatism

Analysis of responses by the entire sample of black Opportunity students toward a question involving integration, community control, and separatism is given below.

Q. 102 Do you think that blacks should separate from the American Government and form their own government, increase control of their own communities, or try to integrate into the white community? I think that:

		N	%
(1)	Blacks should separate	3	2
(2)	Blacks should control their community	88	74
(3)	Blacks should integrate	24	20
	Non-ascertainable	4	4
	Total	119	100%

There was a very interesting differentiation between orientations on this question. The instrumentally oriented students felt blacks should integrate, (< .05), while the responses of intellectually oriented students were not significantly related to either black control or community integration. As we shall see, these findings are consistent with the attitudes of intellectually oriented students toward militancy and violence. (See pp. 236-246.)

TABLE 68

Relationship of Instrumental Orientation and Attitude Toward Community Control-Integration

	N	%	Mean	S.D.
1. Blacks should control their community	87	78	11.24	3.25
2. Blacks should integrate	24	22	12.71	2.56
Total	111	100%	11.56	3.16

F (1,109) = 4.167 (< .05)

3. Race-Related Terminology

Question 106 (below) asks students to indicate the desired terminology among blacks in referring to each other, and the terminology that blacks prefer whites use in reference to blacks. A frequency and percentage distribution follows.

Q. 106 Here is a list of names which people of our race sometimes call each other. Which of these names do you prefer to be called by?

	By people of our race						Non ascertainable		Total	
	Prefer (1)		Don't mind (2)		Object to (3)					
	N	%	N	%	N	%	N	%	N	%
a. Negro	9	8	53	44	45	38	12	10	119	100%
b. Afro-American	30	25	74	62	7	6	8	7	119	100%
c. Colored	1	1	41	34	70	59	7	6	119	100%
d. Black	95	80	17	14	3	3	4	3	119	100%
e. Brother (Sister)	67	56	39	33	7	6	6	5	119	100%

	By whites						Non ascertainable		Total	
	Prefer (1)		Don't mind (2)		Object to (3)					
	N	%	N	%	N	%	N	%	N	%
a. Negro	12	10	45	38	54	45	8	7	119	100%
b. Afro-American	39	33	61	51	13	11	6	5	119	100%
c. Colored	2	2	14	12	93	78	10	8	119	100%
d. Black	89	75	19	16	7	6	4	3	119	100%
e. Brother (Sister)	4	3	14	12	89	75	12	10	119	100%

The only significant relationship between any of the above ten variables and students of either instrumental or intellectual orientation was the preference of intellectually oriented students to be called black by whites. There was no significant relationship between this variable and the students of instrumental orientations.

TABLE 69

Relationship of Intellectual Orientation and Racial Terminology Preference to be Referred to as Black by Whites

Black Opportunity Students

Possible Responses	N	%	Mean	S.D.
(1) Prefer	82	77	57.27	13.09
(2) Don't Mind	18	17	48.56	13.84
(3) Object to	7	6	47.43	5.50
Total	107	100%	55.16	13.35

F(2,104) = 4.710 (.05)

4. Degree of Involvement in Activities Promoting Black Consciousness

The final question involving black identity issues assessed the degree of involvement in the Black Student Union and three other activities promoting black awareness. The following table indicates a frequency and percentage distribution among the black Opportunity students to this question.

Q. 108 Please indicate the extent of your involvement in the following activities at Michigan.

	Very involved now		Somewhat involved now		Not actively involved but was previously		No involvement		Non ascertainable		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
a. Black Student Union	12	10	45	38	32	27	29	24	1	1	119	100%
b. Tutorial work with black students	12	10	16	13	14	12	74	62	3	3	119	100%
c. Black-consciousness course(s)	31	26	12	10	6	5	66	56	4	3	119	100%
d. Tutorial work helping young black children	20	17	13	11	23	19	60	50	3	3	119	100%

The Black Student Union involved a much broader segment within the black Opportunity student group than the other three activities. Forty-eight percent were currently active in the Black Student Union, and an additional 27 percent were previously active, but were no longer actively involved at the time of this survey (Spring, 1969). Consequently, 75 percent of the black Opportunity students were active, or had been active, in the Black Student Union.

With an intercorrelation of +0.67 (significant at $<.001$) between involvement in tutorial work with black students at the University and tutorial work helping young black grade school children, it is evident that students oriented toward tutorial work may be involved in both activities. Tutoring and black consciousness courses appear to involve different groups of students. Students involved in tutorial work are not as active in black consciousness courses, with which there is a positive, but lower correlation (+0.28 with tutoring black students;

+0.22 with tutoring black children, both significant at $<$ .01 level). Black consciousness courses actively involve 36 percent of the black Opportunity students compared to 26 percent involved in tutoring. There was no significant relationship between either orientation and degree of involvement in these four activities.

D. Attitudes Toward Non-Violence and Militancy

1. Terminology Regarding Urban Unrest

The most appropriate introduction for this section concerning attitudes toward nonviolence and militancy is a discussion of the terms used to describe the events that took place in Newark, Detroit, and other cities during 1967, commonly referred to as "riots" in the daily press. Students were asked to indicate which terms best described these events. There was general agreement among the black Opportunity students that the term "rebellion" best described these events.

While the public media may describe the events as a riot, approximately half of the black students described these activities as a rebellion, which suggests a greater degree of defiance and resistance among the people than the term, "riot." Combining the responses to "rebellion" and "revolt," the two terms which describe an open defiance or renunciation of allegiance to a government, almost two-thirds of the students felt these terms best described what the press calls a "riot." What is important is that almost two-thirds of the black students who are the potential leaders of the black community feel that such actions were a rather united defiance of the system, as indicated by the terms "rebellion" and "revolt." The degree of militancy and defiance of the system is evident in these responses.

TABLE 70

Terminology for Racial Disturbance

Frequency and Percentage Distribution

Black Opportunity Students

Q. 100 Many different terms have been used to describe the events that took place in Newark, Detroit, and other places. Which of the following terms do you think best describes what happened?

		N	%
1.	Civil disorder	18	15
2.	Rebellion	57	48
3.	Riot	10	8
4.	Civil rights activities	9	8
5.	Revolt	18	15
6.	Hoodlumism	2	2
	Non-ascertainable	5	4
	Total	119	100%

Definitions of the terms were not provided in the questionnaire so that the responses indicate the respondent's definition of the terms. Three of the terms are defined for the reader's benefit.

Rebellion: open defiance or resistance to the established government
Riot: "disorder in abundance"
Revolt: a renunciation of allegiance or subjection to a government

Source: Webster's Seventh New Collegiate Dictionary, 1963).

There was no significant relationship between either orientation and the five terms used to describe the "urban unrest," but there are tendencies for both orientations to select certain terms more than others.[1] The instrumental students were more likely to use the terms

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[1] "Hoodlumism" was omitted in the analysis due to low response rate.

"riot" and "civil rights activities," while the intellectually oriented students were more likely to select "rebellion" and "revolt." This question concerning the terminology used to describe the urban unrest during the summer of 1967 serves as an introduction to the other questions involving attitudes toward militancy.

TABLE 71

Relationship of Instrumental and Intellectual Orientations to Terms Describing Racial Disturbance

	Instrumental Orientation			
Terms	N	%	Mean	S.D.
1. Civil Disorder	18	16	11.72	3.32
2. Rebellion	57	52	11.09	3.19
3. Riot	9	8	13.00	2.83
4. Civil rights activities	9	8	13.78	1.72
5. Revolt	18	16	11.67	2.70
Total	111	100%	11.66	3.08

F (4,106) = 2.061 (NS)

	Intellectual Orientation			
Terms	N	%	Mean	S.D.
1. Civil Disorder	17	16	55.12	8.74
2. Rebellion	50	49	56.72	14.21
3. Riot	10	10	49.40	13.17
4. Civil rights activities	9	9	54.33	9.51
5. Revolt	17	16	58.29	16.36
Total	103	100%	55.80	13.88

F (4,98) = 0.810 (NS)

2. Attitudes Regarding The Increase in Militancy, Violence

The following two questions are related to the previous question in terms of the effect of such tactics (as riots or rebellions) in helping black people. The first question asked whether the "racial disturbance" in the cities has helped or been detrimental to the black cause, and the second question asks whether black militancy has assisted or been detrimental to the black cause. The intercorrelation between these two questions (Q. 101 and Q. 103) is +0.40 (significant at <.01) among the black Opportunity students.

TABLE 72

Has Racial Disturbance Assisted the Black Cause? Frequency and Percentage Distribution

Black Opportunity Students

Q. 101 Some people say that these things in Newark and Detroit helped the blacks; others say it hurt. What do you think?

	N	%
1. Helped a great deal	50	42
2. Helped some	54	46
3. Hurt some	4	3
4. Hurt a great deal	7	6
Non-ascertainable	4	3
Total	119	100%

TABLE 73

Has the Increase in Black Militancy Helped Blacks? Frequency and Percentage Distribution

Black Opportunity Students

Q.103. Some people say that the increase in black militancy has helped blacks and some say it has hurt blacks. Which do you think?

		N	%
1.	Helped a great deal	56	47
2.	Helped some	53	45
3.	Hurt some	6	5
4.	Hurt a great deal	0	0
	Non-ascertainable	4	3
	Total	119	100%

Almost ninety percent of the students responded that the "riot or rebellion" in the urban areas helped the blacks, and 92 percent felt that the increase in black militancy also helped blacks. When analyzed by orientation, there is no significant relationship nor tendency for students of either orientation to select a certain response to the first question, Q. 101. On the second question (Q. 103), the instrumentally oriented students tended to respond that increased militancy "helped some" ($<.01$). The intellectually oriented students tended to select "helped a great deal" ($<.10$).

TABLE 74

Relationship of Instrumental and Intellectual Orientations to The Effectiveness of Increased Militancy

Black Opportunity Students

	Instrumental Orientations			
	N	%	Mean	S.D.
1. Helped a great deal	55	51	10.85	3.14
2. Helped some	53	49	12.51	3.02
Total	108	100%	11.67	3.18

F (1,106) = 7.787 ($<.01$)

TABLE 74 Continued

	Intellectual Orientations			
	N	%	Mean	S.D.
1. Helped a great deal	50	50	57.86	14.86
2. Helped some	50	50	52.66	11.83
Total	100	100%	55.26	13.62

$F(1,98) = 3.747$ ($<.10$)

A related question concerns attitudes toward the use of violence and non-violence in the civil rights movement. The following question (Q. 105) places violence-nonviolence in a civil rights, self-protection context. There is an intercorrelation of +0.42 between Q. 105 and Q. 103 concerning the effectiveness of black militancy.

Q. 105 As the civil rights movement has developed over recent years, people have had an opportunity to form their own opinions about the use of violence and non-violence. At the present time there are many different opinions about this. Which of the following statements best represents your point of view?

	N	%
(1) Non-violence is always the best approach.	4	3
(2) Non-violence is best and civil rights workers shouldn't carry guns; it's perfectly alright, however, for a man to be armed in self-defense in his own home.	9	8
(3) Non-violence is a good ideal and civil rights workers generally shouldn't carry guns; nevertheless, there may be situations where they should be armed to protect themselves in self-defense.	49	41
(4) Non-violence is not a good ideal when it comes to the self-defense of civil rights workers; civil rights workers should always be armed, ready to protect themselves.	30	25

Q. 105 (cont'd)	N	%
(5) Non-violence is a foolhardy approach; violence is certainly justified for self-defense and may be justified for retaliation and threat.	22	19
Non-ascertainable	5	4
Total	119	100%

Students with intellectual orientations as compared to those with instrumental orientations tended to choose both extremes, (1) non-violence is the best approach, or (5) non-violence is foolhardy, and were less likely to choose the intermediate alternatives, significant at the $<.05$ level. The instrumentally oriented students did not significantly choose any specific alternative but tended to split among alternatives 2-3-4 and were less likely to select alternative 5, as indicated in the following table.

TABLE 75

Relationship of Instrumental and Intellectual Orientations Toward the Use of Violence and Nonviolence

Black Opportunity Students

	Instrumental Orientations			
Possible responses	N	%	Mean	S.D.
1. Nonviolence best	4	3	11.50	3.11
2. Nonviolence usually best	9	8	13.00	2.40
3. Nonviolence a good ideal	48	43	12.02	3.20
4. Nonviolence not a good ideal	30	27	11.63	3.13
5. Nonviolence is foolhardy	22	19	10.18	2.99
Total	113	100%	11.62	3.13

$F(4,108) = 1.849$ (NS)

TABLE 75 Continued

Possible responses	Intellectual Orientations N	%	Mean	S.D.
1. Nonviolence best	4	4	64.50	14.06
2. Nonviolence usually best	9	9	54.67	10.59
3. Nonviolence a good ideal	45	43	51.42	12.34
4. Nonviolence not a good ideal	28	27	55.00	13.68
5. Nonviolence is foolhardy	19	18	61.74	13.15
Total	105	100%	55.02	13.21

F (4,100) = 2.751 ($<.05$)

To summarize the results of the question concerning attitudes toward nonviolence and violence the underlying trend among the black Opportunity students is at least a questioning of the nonviolence approach, with 85 percent feeling there may be situations when civil rights workers should carry guns for self-protection and defense (alternatives 3,4,5, in Q. 105). This attitude is consistent with the results of the previously discussed questions concerning terminology for urban unrest (rebellion rather than riot) and the attitude that increased militancy has helped the black people.

3. Attitudes Toward Civil Rights Organizations

The final two questions regarding attitudes toward nonviolence and militancy involve the organizations which most closely represent the respondent's position on civil rights and the extent of active personal involvement in civil rights activities.

The Black Panthers and the National Association for the Advancement of Colored People (NAACP) were the two organizations receiving greatest endorsement by the black students at the time of the survey, Spring, 1969. The frequency and percentage distribution of responses follow.

TABLE 76

Organizations Which Represent Respondent's Position on Civil Rights

Percentage and Frequency Distribution

Black Opportunity Students

Q. 104 Which of the following organizations do you feel most closely represents your position on civil rights?

		N	%
1.	Congress of Racial Equality (CORE)	8	7
2.	National Association for the Advancement of Colored People (NAACP)	25	21
3.	Southern Christian Leadership Conference (SCLC)	8	7
4.	Student Nonviolent Coordinating Committee (SNCC)	18	15
5.	Black Panthers	30	25
6.	Black Muslims	2	2
7.	Other* ______________________ (Please specify)	13	11
	Non-ascertainable	15	12
	Total	119	100%

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*The only organization specifically identified was the Urban League, n = 2. Other responses involved "None of the above" or "combinations of the above organizations."

In the analysis relating student orientations to civil rights organizations, the codes for National Association for the Advancement of Colored People, Student Nonviolent Coordinating Committee, and the Black Panthers were utilized; Congress of Racial Equality and Black Muslims were deleted due to the low response rate. There was a tendency for the students higher in instrumental orientations to select SNCC and NAACP and not the Black Panthers. The students higher in intellectual orientations tended to choose either the Black Panthers or SNCC, and were less likely to select the NAACP. The important finding is the tendency for the students higher in intellectual orientation to choose the more militant group, the Black Panthers, and for the students higher in instrumental orientations to choose the less militant group, the NAACP.

For several years prior to 1969, the Black Panthers and the Student Nonviolent Coordinating Committee had intellectual leaders (such as Eldridge Cleaver, Stokely Carmichael) and distributed publications which appealed to a well-educated audience.

TABLE 77

Relationship of Instrumental and Intellectual Orientations to Civil Rights Organizations

Black Opportunity Students

		Instrumental Orientation		
Organization	N	%	Mean	S.D.
NAACP	25	34	12.36	3.15
SNCC	18	25	12.72	2.49
Black Panthers	30	41	10.40	3.09
Total	73	100%	11.64	3.12

$F(2,70) = 4.521$ ($<.05$)

TABLE 77 Continued

Organization	N	%	Intellectual Orientation Mean	S.D.
NAACP	23	35	51.56	10.31
SNCC	17	26	54.82	11.25
Black Panthers	26	39	59.65	13.69
Total	66	100%	55.59	12.32

F (2,63) = 2.825 (<.10)

4. Participation in Civil Rights Activities

The final question in this section involving attitudes toward nonviolence and militancy concerns the respondent's participation in civil rights activities either here on campus, in the Ann Arbor community, or at home during vacation.

TABLE 78

Participation in Civil Rights Activities During Past Two Years

Frequency and Percentage Distribution

Black Opportunity Students

Q. 94 Have you taken part in any civil rights activities in the past year or two, either here on the campus, in the community, or back home during vacation?

	N	%
1. No	30	25
2. Yes, have been active in the past year, but not now	41	34
3. Yes, still active	47	40
Non-ascertainable	1	1
Total	119	100%

TABLE 79

Relationship between Instrumental and Intellectual Orientations and Participation in Civil Rights Activities

Black Opportunity Students

Possible responses	Instrumental Orientation N	%	Mean	S.D.
1. Have not been active	29	25	11.83	3.01
2. Active in past but not now	41	35	12.12	2.70
3. Still active	47	40	11.13	3.45
Total	117	100%	11.65	3.10

F (2,114) = 1.190 (NS)

Possible responses	Intellectual Orientation N	%	Mean	S.D.
1. Have not been active	29	26	51.10	13.94
2. Active in past but not now	39	36	57.38	11.64
3. Still active	41	38	56.54	14.06
Total	109	100%	55.39	13.35

F (2,106) = 2.126 (NS)

When the question of involvement in civil rights activities was analyzed by orientations, students of instrumental orientations were less active than the intellectually oriented students. There was a tendency for the instrumental students to have either been inactive or "to have been active previously, but were not active at this time." The intellectual students indicated a tendency either to have been "active previously, but now now," or to "continue to be active in civil rights activities."

E. Summary

There are many findings which are particularly striking in this chapter, some which are not specifically related to either orientation, and others which reveal the differences between students of instrumental and intellectual orientations. Among the black Opportunity students as a group, there is greater desire for one's children to attend an integrated school than to live in an integrated neighborhood. While there is some willingness to get out of the ghetto, there is a greater willingness for interracial mingling in the school setting than in the neighborhood. I interpret the desire for integrated schools as an interest in the higher quality of instruction and facilities generally available in integrated schools more than a genuine interest in integration. I do not feel the desire for integrated schools suggests a specific interest in integration since there is a strong interest in living in a black neighborhood. The current policy of neighborhood schools results in the children from predominantly black neighborhoods attending predominantly black schools, which conflicts with the desire for a more integrated school setting. The increased interest in neighborhood control of schools is one way of upgrading the predominantly black schools.

The desirability of black faculty, counselors, and the opportunity to live in an all black dormitory is widespread. The need for black faculty and staff as role models and as individuals within the university whom black students can trust and seek for personal and educational reasons has been discussed in Chapter 6. The desire for an all black dormitory is more strongly related to the black student's need for emotional support than to a racial ideology. Black students express the desire for emotional support in an environment which they perceive as rejecting black students. A black dormitory could provide a place where they can gain temporary relief from the personal and academic pressures of the white university, where they would not feel isolated or singled out, having to perform better than other students to represent the black race. By combining graduate and undergraduate students and the active involvement of black faculty and staff, black dormitories could offer a unique opportunity for students to deal with the personal identity and black identity issues, to develop confidence and self-respect in a supportive, educational environment.

Consistent with the conceptual basis of an intellectual orientation, there is a tendency for the intellectually oriented students to think through an issue and to have clearly formed positions, while the instrumentally oriented students do not respond in a definite manner. The intellectually oriented students also displayed divergent viewpoints in a consistent way; they were either very interested or were not interested in an equally integrated dormitory; they either endorsed militant actions or supported nonviolent actions. In comparison with students of instrumental orientations, the tendency for students higher in intellectual orientation to have formed definite, but divergent, ideological positions supports the theoretical construction of these two orientations.

CHAPTER VIII

Summary and Recommendations

In this concluding chapter, I will discuss the five major findings of this study and their implications for the University of Michigan. To the extent that the relevant characteristics of other institutions are comparable to the University of Michigan (a predominantly white student body with approximately three percent black student enrollment at the time of the study; relatively high admission standards and academic expectations, minimal student-faculty contact and influence beyond the classroom), these findings and implications will hopefully be generalizable beyond the specific setting of the University of Michigan.

A. Review of Major Findings

1. Similarity of Black-White Responses to Educational Questions

As discussed in Chapter 3, a preliminary analysis of the Questionnaire and the Omnibus Personality Inventory did not reveal differences in the responses of white and black students to be of sufficient magnitude to warrant controlling analysis on the race of the respondent. The questions for which there were not significant differences involved educational objectives, academic and personal problems, attitude toward courses and faculty, the basis underlying the selection of peers and referent figures. The one exception involves the responses to questions concerning race relations in which white students accept blacks to a greater degree than blacks accept whites. More significant differences in the responses were evident when analysis involved a socio-economic variable such as receiving an Opportunity Award Scholarship. Undue emphasis on racial differences without consideration of social and economic factors which contribute to such differences is not justified.

2. Differences in Black-White Responses to Race Relations Questions

Underlying this similarity of attitudes toward their educational experience is the predominant feeling among black students of a superficial acceptance by whites, including both the Opportunity students who are the focus of this study and the black random sample students. In response to a question asking "in what ways have your ideas about race relations changed at Michigan," black students report more antagonistic feelings toward students of other races and a greater belief in separatism than integration. These perceptions contrast with those held by the white students and represent the most significant racial differences in the study.

The fact that blacks feel more antagonist toward whites during their experience is a problem. The issue is not that this is a problem at the University of Michigan, but a problem which probably occurs at other institutions as well. The University must be aware of the increasing polarization between blacks and whites and take steps to ameliorate a potentially disruptive situation.

3. Problems Experienced by Opportunity Students

The most significant problems experienced by black Opportunity students as a group involved the following five areas: (1) academic press and resulting self-questioning; (2) lack of interest in courses and a lack of self-discipline; (3) a feeling that the system is against them; (4) feeling lost and overwhelmed by the University; and (5) experiencing difficulty in joining groups. (Chapter 5, pp. 98-112) The only problems experienced by students regardless of orientation involved a lack of interest in courses and/or a lack of self-discipline, and poor study habits, three highly related variables.

In addition to a questioning of academic competence, one of the major differences between students from disadvantaged backgrounds (both black and white) and the average undergraduate is the disadvantaged student's continued involvement with his home and family situation. The typical white undergraduate comes to college relatively free of concern regarding the basic needs of his parents and family. This freedom is rarely experienced by students from disadvantaged backgrounds, who frequently go home on weekends to assist the family in some way: to work and, thus, contribute to the family income; to care for the children; to shop for the family and redeem the food stamps which the parent is too proud to turn in. If something happens to the mother or father, it is not unusual for the student's continued enrollment to be threatened due to the necessity of helping at home. The disadvantaged student not only carries the domestic problems to the campus, but his frequent return home on weekends reduces the time generally available for study and informal activities.

When analyzed by orientations, it is evident that students with instrumental orientations tend to perceive an environment which is not supportive for them, in marked contrast with students of intellectual orientations. With the exception of a lack of interest in courses, each of the above problems are more highly related to students higher in instrumental orientations than to students higher in intellectual orientations. The instrumentally oriented students, those who want to do well in their course work and become well prepared occupationally, feel tremendous pressure in the academic area. The whole idea of college and academic pressure is wrought with tension for the instrumentally oriented students. Within the area of academic press and resulting self-questioning, the instrumental students identified competition, anxiety about grades, and a "questioning of my academic abilities, -not doing as well as I had expected" as significant problems. These students are also more likely to feel the system is against them in terms of "exams which don't permit me to show what I really know" and unfairness in grading, while students with intellectual orientations do not experience either of these problems. These "system-blame" factors take on additional significance when they are combined with the lack of supportiveness perceived by black students in general and particularly by students of instrumental orientations. When problems of competition for grades and experiencing difficulty joining groups are combined with taking exams which "don't permit me to show what I really know" and a feeling that the grading is unfair, it becomes clear that the students with instrumental orientations do not feel part of the academic mainstream in contrast with the intellectually oriented students for whom these factors pose less of a problem.

The problems which the intellectually oriented students experience tend to involve interpersonal relationships rather than a questioning of academic competency. The problem of feeling forced to choose between my white and black friends is significantly related to intellectual, but not to instrumental orientations. (Chapter 7, pp. 225-227) This is consistent with the tendency among intellectually oriented students to select white friends with greater frequency than instrumentally oriented students, and consequently, to experience a conflict in choosing between white and black friendships.

A feeling of social isolation and loneliness is a significant problem for the black students with white friends, and tends to be accentuated as the number of white friends increases. Students indicate they are "unable to find individuals or groups who were congenial and with whom I felt happy", "feel isolated and lonely", and "feel disillusioned about a friendship or a friend." (Chapter 6, pp. 194-197)

Students who stay within the black community for friendships and referent figures tend to respond to the white student's questions about his experience as oversolicitude. The more the black student has white friends and involves himself in the white as well as the black community, the less likely he is to feel white students are oversolicitous but the more likely he is to feel that he has to choose between his white and black friends, and the more he is likely to experience loneliness and social isolation.

As the number of white friends increases, the black student increasingly feels that white students are unfriendly. (Chapter 6, pp.198 -201) This finding gives greater clarity to the earlier finding regarding disillusionment about a friendship. It suggests that black students who extend themselves into the white community and who tend to have closer ties with whites than blacks may feel disillusioned in less than a complete acceptance of them by their white friends.

The search for personal identity posed more of a problem for students with white friends and a white referent figure than for students with no white friends or a black referent figure. (Chapter 6, p.201) The personal identity issue continues to be a problem for many students and tends to pose a more significant problem for students with white referent figures than for the students with black referent figures. (Chapter 6, p.203)

4. Important and Meaningful Experiences

The most important experiences of the black Opportunity students involve academic experiences--the importance of faculty and course-related experiences, culturally broadening experiences, and a search for identity. Both the course-related experiences and the importance of "getting to know faculty, seeing and talking with them outside of class" are more important to the black instrumentally oriented student than the black intellectual. The instrumentally oriented student has found the classes challenging and is generally satisfied with his academic experience, despite considerable self-questioning of whether he will be academically successful. The intellectually oriented student, having broader conceptual and esthetic interests, finds the classroom work, lectures, reading, and discussions of less importance than the instrumentally oriented student and is less satisfied with his academic experiences. (Chapter 5, p.118)

The importance attributed to working with and getting to know faculty is greater for the instrumentally oriented black students than the black intellectuals. White faculty do stimulate the instrumentally oriented black students, but have little effect upon the black intellectuals. These results are also true for the white instrumental and intellectually oriented students. The black and white intellectuals appear similar in their disenchantment with the traditional educational experiences, both the classroom experience and the lack of involvement with faculty. The intellectual students tend to be put off by classes which they feel are not stimulating; they do not feel getting to know and talking with faculty is as important as the instrumentally oriented student. The instrumentally oriented student finds the classes stimulating and feels that his acquaintance with faculty has been a particularly meaningful experience for him. It appears that the present undergraduate educational program in a large university is not particularly attractive to the intellectual student, either black or white. By failing to challenge him in the classroom, the intellectual student seeks stimulation elsewhere; he tends to find stimulation in his peer group, by reading beyond class assignments, and in independent reading. (Chapter 5, p. 130)

All students regardless of orientation, feel that the "culturally broadening experiences" are very important. (The three variables include: "learning more about literature, art, and music;" "meeting new types of people;" and "developing better patterns of speech.") The instrumental students place greater importance on learning more about music, art, and literature and developing better patterns of speech, while the intellectually oriented students tend to stress the importance of esthetic experiences and "meeting new types of people I have never met before." These findings present a somewhat self-denigrating description of the instrumental student who appears to be saying that, in spite of, or in addition to, academic-occupational preparation related to raising their social or economic status, they are concerned with self-betterment and want to learn more about music, art, and literature, and to develop better patterns of speech while in college. (Chapter 5, pp. 138-140)

Students of both orientations are dealing with the question of self-identity. Certain aspects of the identity question hold greater importance for students of both orientations; that is, students vary in the degree of importance which they place on certain identity issues. The importance of "being on my own, the sheer experience of being independent" is highly correlated with instrumental orientations. There is a definite trend, although not statistically significant, for increasing intellectualism to be related to increased importance of "self-discovery, self insight --the discovery and development of new interests and talents."

Students of instrumental orientations place greatest importance on "finding a sense of purpose in life" while the intellectual students place greatest importance on "developing my understanding of people and the factors which influence their feelings, thoughts, and actions."

The importance which instrumental students place on finding a sense of purpose in life, and developing a philosophy of life, is interesting because it implies an openness to new experiences. Students of instrumental orientations come to college with specific goals, oriented toward classwork, desirous of a definite structure, and yet they feel that finding a sense of purpose in life and thinking through a philosophy of life are very important in their college experience. Vocationalism, at least among black students, is tied to the issue of relevance. The conceptual interests among students of intellectual orientations may explain their increased involvement in developing greater understanding of people rather than finding a sense of purpose in life which characterizes students of instrumental orientations.

5. Friends and Referent Figures

Black students do have white friends; approximately twenty percent of the black students chose a white student as their best friend. Instrumentally oriented students chose a black rather than a white student as their best friend and the probable selection of a black friend increases with an increase in instrumental orientation: the higher the instrumental orientation, the greater the probability that the best friend will be a black student. When the racial identity of the respondent's three friends was analyzed, instrumental students are likely to have none or no more than one white friend. Increased frequency of listing white students among the three best friends was associated with a lower instrumental orientation. In contrast to the predominantly black friendships of instrumentally oriented students, the intellectually oriented students more often tended to choose a white student as their best friend. Similarly, there is a strong trend between a higher intellectual orientation and the number of white friends. The higher the intellectual orientation of the respondent, the more likely he is to have one or more white friends. (Chapter 6, p. 154)

In the analysis of referent figures, black Opportunity students identify students as referent figures more frequently than faculty, by an 80 to 20 percent proportion. Thirty-five percent of the referent figures were white, sixty-five percent were black. Instrumentally oriented students tend to select black students as referent figures. While the majority of intellectually oriented black students also select black students as referent figures, a large minority chose white faculty referent figures. White referent figures are more often chosen by intellectually oriented than by instrumentally oriented students. (Chapter 6, p. 176)

The reasons underlying the selection of a faculty referent figure were based on a combination of academic-occupational and professionally related factors for the largest proportion of respondents. The type of relationship with a faculty referent figure was perceived as largely personal by 70 percent of the students, who indicated the relationship was between the respondent and the referent figure; 30 percent indicated the relationship was of a general nature, being both a relationship with the respondent and with other students. Fewer than six percent indicated a modeling relationship with a faculty member. A modeling relationship involving a white referent figure for a black student is probably inappropriate at this time when black identity seems to be an important factor for black undergraduates. Consequently, the most frequently reported reason underlying the selection of a faculty referent figure is logical: the faculty member's concern for their progress and intellectual achievement.

B. Implications and Recommendations

1. Recommendations Concerning Race Relations

The most difficult issue with which the University and probably any institution must deal involves race relations and specifically, the tendency for blacks to have more antagonistic feelings toward whites as a result of their college experience. The experiences contributing to the black student's feeling of superficial acceptance and increased antagonism need to be identified and ameliorated. Problems in race relations may involve virtually all aspects of the student's life: personal interaction with other students in the dormitory, classes, social life; and interaction with faculty in the classroom.

The following three recommendations are not new; they are courses of action which the University does not often consider due to the pressures of everyday life.

(1) The need for dialogue. White students need to be aware of the problems blacks experience before they can adapt their behavior accordingly. For example, when large classes are divided into small study or project groups, it is not unusual for black students to find themselves alone, not included in one of the groups. There are often an insufficient number of black students to form their own group, which results in an awkward situation. Dormitories and dining halls also present situations where blacks may feel intimidated or feel forced to choose white or black friendship groups. Open forums moderated by students and faculty in the dormitories, classes, and university-wide for the purpose of discussing racial issues would help to establish dialogue and hopefully increase understanding.

(2) The faculty need to become more sensitive to racial issues. The attitude of faculty and academic counselors toward black and disadvantaged students is easily picked up by subtle references and nuances: faculty knowing the first names of black students but not of other students in the class; appearing oversolicitous in their concern that black students understand a given point, thereby singling out the black students; the use of racial slurs in classes where the faculty believed all students were white; the use of terms like "eenie-meenie-miney-mo" etc.

(3) More "soul" exhibited on the part of administrators at the appropriate time. In discussions with black students concerning increased black enrollment and other race-related issues, administrators at several institutions have been overly cautious, practical, and

legalistic when a personal declaration of genuine concern would have been a more effective response.

2. Recommendations Concerning Problems Experienced by Black Students

a. Black Facilities to Meet Personal Needs

Black students need to get together for personal and social reasons. Black fraternities and sororities and "black cultural centers" which might be incorporated as part of an Afro-American program provide opportunities for personal and cultural enrichment not presently available. With approximately half of the students surveyed indicating an interest in an all-black dormitory, such an option should be considered by the University. Segregated facilities, whether by design or peer pressure, create difficulties for the University. I believe, however, that we are dealing with certain issues, such as the need for black students to establish a black identity, which may be more important at this time than ten years from now, and that temporary solutions are needed to solve temporary problems. Properly staffed black dormitories can serve a personally supportive and educationally useful purpose. It can be argued that such facilities are segregated and that, if provided for one racial, ethnic, or sex group, should be provided for others. It can also be argued that such dormitories may have considerable educational and psychological merit at this particular time. I think the university may have to consider temporary solutions to problems, and a black dormitory may be a temporary solution, temporary in the sense that its purpose may be outdated in the near future.

Higher education, as part of a social system, must respond to the needs of the social system. Other institutions within the social system have adapted to the recent concern for equality of access for minority groups. Increased access is one factor; change in the curricular area is often more difficult to enact. Substantial changes have occurred in institutions of higher education during the past decade: increased numbers of disadvantaged students have been admitted; compensatory programs have developed to provide educational assistance if needed; the success of disadvantaged students has led to a reevaluation of admission criteria and a discussion of the purpose of an education (for example, to what extent should the "best qualified" students, determined by traditional criteria, be balanced with a consideration for the potential for change and development; Black Studies, which provides the opportunity for blacks to study their heritage and to develop a rationalization for their behavior, or, as Julian Bond states, "the development of a curriculum and an ideology suited to extricate the black man from himself."[1] Black studies, if designed to relate the rigors of abstraction and the application of theory to real problems, may serve as a model for the reform of all studies.

b. Proposals for Change

1. In Compensatory Programs

The increased enrollment of disadvantaged students in higher educational institutions has stimulated thought and change in several areas, two of which are compensatory programs and the curriculum. One of the issues facing institutions which have enrolled increasing numbers of disadvantaged students is how to cope with the disadvantaged student's lack of educational skills in relation to the students from more privileged backgrounds and who attended educationally superior secondary schools, superior in terms of the academic competence of other students, quality of instruction, equipment, and expenditure per student. In comparison with the average undergraduate, the disadvantaged students begin their freshmen year at the University of Michigan with substantially lower levels of reading speed and comprehension, less efficient study skills, less experience in writing and preparation for examinations, and they have usually experienced less success in test situations. The majority of disadvantaged students did not voluntarily seek assistance in these educational skills even though such assistance was recommended by academic counselors. In order to gain group support for learning these skills considered essential for academic success, certain sections of introductory courses can be offered which incorporate these skills into the semester's work. The techniques of studying, reading, writing, and exam preparation can be incorporated into the course content, thereby attempting to satisfy the educational needs of students and to utilize group support in an area in which individuals were not voluntarily seeking assistance.[2]

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[1] Julian Bond, "We Hold These Truths," in The Campus and the Racial Crisis, ed. by D. C. Nichols and O. Mills (Washington: American Council of Education, 1970), p. 14.

In addition to the incorporation of educational skills in the coursework, some of the black students, particularly the juniors and seniors, who believe the improvement or mastery of educational skills is particularly important, have effectively counseled freshmen students concerning the need for such skills. The entering black freshmen have accepted this advice from fellow black students with greater seriousness than was the experience of the academic counseling office prior to the assistance of the black upperclassmen. Several of the black undergraduates are being trained to teach the reading and study skills and will work with groups of black students in this area.

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[2] This idea was proposed by William Fenstemacher, Allen R. Smith, and Frank Yates in a joint paper, Summer, 1968, and subsequently adopted by the College of Literature, Science, and the Arts with the assistance of the Coalition for the Use of Learning Skills in 1970.

2. In the Curriculum

In addition to these compensatory programs, there is a need for greater flexibility within the curriculum. In my opinion, the present curriculum in the College of Literature, Science and the Arts at the University of Michigan, and probably at many other institutions, is not meeting the academic and personal needs of two groups of students, the instrumentally oriented disadvantaged student and the student weary of academic study. This study has discussed the problems of the instrumental, vocationally oriented disadvantaged student whose high school background may not have prepared him to be skilled in handling complex conceptual issues, to compare and evaluate various theories or conceptual frameworks. In addition, black students frequently question the relevance of their course work to their personal life and to the broader needs of the black people. Some students complain of taking courses for the single purpose of completing the degree, with minimal personal involvement in the course content. Having experience as an academic counselor in the liberal arts college, I am also aware of similar feelings expressed by well-prepared students from privileged backgrounds. These students come from some of the best secondary schools, have performed successfully in a competitive, academic environment, but are tired of the academic rat-race and desire a different form of academic challenge than the traditional classroom-lecture format.

I feel the present freshman courses do not meet the needs of these two groups of students, the instrumentally oriented disadvantaged students who have not had the privilege of an academically superior background and who question the value of their courses, and the well-prepared students who appear unchallenged by the continuation of academic fare similar to their secondary school experience. I feel the following proposal has merit for these students, particularly during the freshman year which is not only a transitional year between high school and college, but is also the year in which many students experience disappointment in their college courses, feeling a real "let-down" because their expectations of an academic challenge were not fulfilled.

I recommend incorporating greater flexibility in the curriculum, and particularly the freshman year curriculum, by offering courses or class sections which combine the theoretical introductory material with the opportunity for personal involvement in issues related to the academic area. The personal involvement would provide an opportunity for students to experience the challenge derived from dealing with real issues, thus responding to the relevancy question, and would hopefully intensify interest in the conceptual portion of the course. The combination of theoretical course work combined with action-problem oriented issues is particularly applicable in the social sciences which might offer some of the following programs: an analysis of political influence and action in urban problems, or in environmental problems; the impact of economic factors on faculty unionization and other educational issues. The combination of theory and personal involvement would hopefully satisfy two criticisms of students concerning current course offerings: (1) questioning the relevance of the course which often inhibits the student's learning the introductory material; and (2) feeling that college courses are very similar, and in some cases, repetitious of high school courses. The personal involvement in some of the crucial issues facing the discipline would hopefully increase the student's insight into the academic area, such as learning what sociologists, biologists, etc., do, and carry over to increase student motivation in the area. The opportunity to extend the classroom into the community and to apply the theoretical material to social issues would be a valuable learning experience, particularly at a time of heightened social concern.

An expansion of the idea to combine course work with out-of-class experience is a proposal for a two track curriculum combining a formal degree program with a developmental approach to the academic program, emphasizing self-discovery and exploration. The idea was originally proposed by Dr. Theodore M. Newcomb in "Open Admission: Before the Deluge."[3]

> How is it possible to offer diverse kinds of learning experiences, suitable for students of very different intellectual capacities, and of different educational and social class backgrounds? How can this be done without creating a class system within the college or university? These are the general problems, to be kept in mind as we consider the more specific problems.
>
> . . . .
>
> If both students and institutions should really take the second contract [student academic and personal development] seriously, students would not begin by entering a formal curriculum of successively prescribed

---

[3] Theodore M. Newcomb, "Open Admission : Before the Deluge," (Paper prepared for the American Association of Higher Education Meeting in Chicago, February, 1970), pp. 3-8.

courses. Instead, each one would have a series of experiences that he considered desirable for himself at that time. Postponing, for the moment, questions of grading and certification, my present point is simply that a system in which every student is expected to do his own thing can at least minimize the social distance between those who choose to do very different things. I would argue, furthermore, that under such a system the likelihood of learning to choose increasingly complex and previously unfamiliar things is greater than in institutions governed by the first contract [offering a formal prescribed curriculum.]

. . . .

[I hope that colleges could offer some version of a developmental approach within the curriculum.] Its implementation would run somewhat as follows. "If you want to learn something about the world of business (for example), why don't you join a group of students with the same interests? Never mind, now, about grades and credits. If you find that you want to continue in that line, you can join other groups later, and work for credits that you are sure you want. Maybe we can help you find a part-time job where you can give it a try. If and when you want us to certify you, we'll make an honest report--with your help--of what you have done and what you want to do next. Of course we have a formal degree program, too, if you should later decide that you want that...." The determined premedical student, to give another example, would be advised in similar fashion, but with more attention to the prerequisites likely to be demanded by medical schools.

The considerable number of students who have no special vocational aspirations would be inducted in similar ways. I see no need for requiring a fixed number of courses each term, nor even a fixed set of distribution requirements for all students. Those who at some time decide to work for a formal degree should of course be informed of its requirements. The common features of the second contract [developmental approach] are pluralism and a lack of *institutional* concern with grades, credits, and degrees. The individual student may himself develop such concerns (for example, in order to be accepted by a law school), but self-discovering and exploration should be the keynotes.

. . . .

What I am advocating, in short, is institutional planning for two paths toward education, and ready avenues of transfer from the one to the other, together

> with the possibilities of pursuing both of them simultaneously. One would be for formal credit. The other would not, being justified only on grounds of the student's interest in a certain kind of experience. I would hope that even students hell-bound for certification would spend some of their time treading the less formal path.
>
> . . . .
>
> Suppose criteria of individual growth are to be seriously considered in planning for students. Then the educational program must be viewed not just in terms of curriculum--which, after all, is only a formal way of organizing experiences of learning. I can think of no more central aspect of individual growth than learning to take responsibility for one's own learning. And this cannot very fully occur, I have come to believe, in a setting where most of the decisions that affect the student's educational experiences have been made in advance by someone else. Learning to take responsibility for one's own learning (the apparent redundancy is deliberate) is not just a matter of making choices for oneself, however freely, among ready-made alternatives. Behind those individual choices lie the processes by which the alternatives themselves are determined, and participation in those processes can add a powerful incentive to learning. My own observation...suggests another advantage of student participation in planning educational programs: it often leads to better decisions. And it seems to me a reasonable prediction that this would be all the more likely in institutions that include students of kinds that most faculty have little experience with.

3. The Need for Adult Models: Black Faculty and Counselors

The need for black adults in the intellectual community should be obvious after reading Chapter 6. It is not likely that black students will establish a close personal relationship with a white faculty member during the current period of time which stresses black identity. Black students need black intellectual models for personal and academic reasons. Black faculty provide a model of successful attainment within the academic world and, hopefully, will also serve a leadership role within the university community. Only black counselors and psychologists can be effective in dealing with the black student's problems involving personal and racial identity issues.

4. Recognize the Specific Problems Faced by Certain Students

Black students with white friends experience problems of loneliness and a disappointment in their friendships to a greater extent than black students with black friends. These students tend to be rejected by the black community and are not completely accepted within the white community. You will remember that these students tend to be the intellectually oriented black students and tend to select friends with similar interests. The increasing enrollment of black students might lessen the problems of loneliness and intrapersonal conflict over the black identity issue, but at this day and age, there is an inherent conflict involving black-white issues for students high in intellectual orientations.

This study has not discussed the problems of the disadvantaged white student, that is, the white Opportunity student, a person who comes from a parental and educational background very similar to the black Opportunity student. In fact, the white and black Opportunity students usually attended the same high school and experience similar academic problems. In addition, the white Opportunity students feel they are not completely accepted by the white student body due to socio-economic and cultural differences. They also feel as much and sometimes greater academic pressure as do the black students. They feel the faculty does not recognize that they come from the same academic background as the black students and, if faculty expectations are more flexible for blacks than for whites, the black student derives the benefit but the white Opportunity student is expected to compete with his privileged white counterparts. The university needs to recognize the problems experienced by certain disadvantaged students, and all students for that matter, and attempt to be responsive to their intellectual and personal needs.

APPENDIX A

Description of Sampling Process

A. How the Sample Was Drawn

(1) The White Random Sample

The white random sample (actual number of respondents: 64) was drawn from the student directory based on registration during the fall term, 1968 (September 1968). Every student enrolled in LS&A whose name appeared first on the upper left-hand corner of every second page was included in the "white random sample." There, of course, was no way to determine if a student so selected might be black. The final determination of race was based on the student's response to certain questions in the Questionnaire. This process produced seventy-three students (73) of whom 64 completed the questionnaire.

(2) White and Black Opportunity Students

The selection of the Opportunity Students and the random sample black students presented a more complicated process. A compliance report for the Federal Government regarding the enrollment of minority students based on the September 1968 registration indicated approximately 339 blacks enrolled in the College of Literature, Science, and the Arts at that time. The names were not available to anyone, and I mention this number only as a reference figure to estimate the population from which I will draw my sample. The Opportunity Award Program identified 317 students in the same year but does not differentiate as to race. The closest I was able to come to the 339 figure in the compliance report was 327 according to the following breakdown: 243 Opportunity Award black students; 71

Opportunity Award white students[1] for a total of 314 Opportunity Students (rather than the 317)[2] and 84 non-Opportunity blacks, so that 243 Opportunity blacks and 84 non-Opportunity blacks totals 327 blacks compared with the compliance report figure of 339. The list of 243 Black Opportunity students was broken down by class and then by sex within each class with the objective of attaining an approximately equal number of respondents in each class and sex. The following table identifies the process.

Black Opportunity Students (N = 243)

		Actual Respondents
From 81 Freshmen:		32 Freshmen*
31 men, 16 men were selected	Totaling 28	16 men
50 women, 12 women were selected		16 women
From 93 Sophomores:		31 Sophomores
37 men, 23 men were selected	Totaling 36	18 men
56 women, 13 women were selected		13 women

---

[1] The seventy-one (71) Opportunity Award "white" students include twenty-five (25) of other minorities (Spanish surname, Oriental, and American Indians) who were omitted from the study, leaving a total of forty-six, of whom 40 completed the questionnaire. To my knowledge, these forty-six students represent 100 percent of the available sample of white Opportunity students.

[2] The brochure entitled "Opportunity Award Program" identifies 317 Opportunity students in the College of Literature, Science, and the Arts (LS&A). The list which I received from the Opportunity Award Office was compiled in January 1969 and included 343 names, some of whom were enrolled in professional schools (such as Nursing, Medical Technology, and Engineering) which require freshman year courses in LS&A, and twenty-five students of other minority groups, who were omitted when they could be identified. After excluding these students, I was using an effective list of 314 Opportunity students, enrolled in January 1969, 243 of whom were black.

From 49 Juniors:**		29 Juniors
16 men, all 16 men were selected 33 women, all 33 women were selected	Totaling 49	10 men 19 women
From 20 Seniors:***		27 Seniors*
11 men, all 11 men were selected 9 women, all 9 women were selected	Totaling 20	14 men 13 women
Total: 243 students		119 actual respondents 58 men 61 women

*More respondents than sampled due to imprecision in list of Opportunity Award recepients.

**All of the juniors were selected because 33 of the total 49 juniors were included in a study directed by Dr. Donald Brown of the Center for Research on Learning and Teaching during their freshman year (1966). The 33 students were purposely included among the total 49 for the possibility of gaining additional information on these students for longitudinal research.

***It is possible that a few of the seniors may be in their fifth year of undergraduate study. No attempt was made to identify such students if this was the situation. Prior to analysis, the student's class or year in school was determined from the student directory, while the class year used in analysis was determined solely from the student's reponse to the item in the questionnaire.

(3) The Black Random Sample

During the January 1969 registration, The Black Student Union, the largest black group at the University, had several of its members stand near the only exit and asked all black students to sign a list so that they might know the names and addresses of black students attending the University.

After discussing the purpose of the proposed research and implications for change within the University in terms of feedback concerning the education of black students, the leaders of the Black Student Union permitted me to use their list of black students. Without the assistance of the Black Student Union, it would have been impossible to identify the black random sample.

After eliminating those students not registered in the College of LS&A, the list was compared with the names of students receiving Opportunity Award assistance in order to exclude the latter, thereby reducing the number of non-Opportunity blacks to 84 students. I have termed this group the "black random sample." I wanted an approximately equal number in both the white and black random sample and consequently selected 76 of the 84 students for the study, according to the following table.

Selection of the Black Random Sample (Total N = 84)

		Actual Respondents
From 13 Freshmen:		13 Freshmen*
5 men, 5 men were selected 8 women, 6 women were selected	Totaling 11	5 men 8 women
From 35 Sophomores:		19 Sophomores
17 men, 17 men were selected 18 women, 16 women were selected	Totaling 33	7 men 12 women
From 21 Juniors:		14 Juniors
11 men, 11 men were selected 10 women, 8 women were selected	Totaling 19	7 men 7 women
From 15 Seniors:		8 Seniors
5 men, 5 men were selected 10 women, 8 women were selected	Totaling 13	2 men 6 women
Total: 84 students		54 actual respondents 21 men 33 women

*The larger number of freshman women respondents, eight compared with the six selected, is error attributed to two possibilities: students chosen in the random selection from the student directory and/or an Opportunity student who did not indicate receiving such assistance in the Questionnaire. The respondents were placed into one of the four groups according to responses to questionnaire items and no attempt was made to determine the validity of the questionnaire responses to the lists used in drawing the samples. The small error which existed is insignificant.

It is important to realize the percentage of the total group which each of the four groups represented since inferences will be made for the entire group of students. The following table provides this information.

TABLE 80

The Representative Nature of the Four Groups

Estimated Total Number Available in Each Group	Total N Selected	Actual N Respondents	Percentage Return	Percentage of Estimated N Available
White Random Sample: ???	73	64	88%	-
White Opportunity Award: 46	46	40	87%	87%
Black Opportunity Award: 243*	133	119	89%	49%
Black Random Sample: 84**	76	54	71%	64%
Total:	328	277	84%	

*As explained above, the 243 figure compares favorably with the number (246) of black Opportunity students provided by the Opportunity Award Office. A total of 317 students receive Opportunity Award assistance, 71 of whom are not black; 46 are white (my findings) and 25 are other minority groups thus leaving (317-71=)246 Black Opportunity Award students. There is an error of three.

**The greatest possibility for error lies with the selection of the black random sample, since black students could have refused to sign the list in the registration line. The 84 represents the total number available from the list provided by the Black Student Union. The University's compliance report using data collected in the September 1968 registration indicated the following breakdown: 109 non-Opportunity blacks, 220 Opportunity blacks, totaling 329 blacks, although the compliance report is subject to the same error; students misrepresenting or refising to indicate race. While my proportions are slightly different, the total (84 + 243 = 327) compares favorably with the compliance report's total of 329. If the 109 figure represents the total number of non-Opportunity blacks, the 54 respondents represent 50 percent of the total available.

Using my figures of 327 blacks, 84 (26%) are non-Opportunity students, 243 (74%) receive assistance through the Opportunity Award program. If the compliance figures are used, 109 of the 329 (33%) are non-Opportunity students, while 220 (67%) receive Opportunity Award assistance.

The initial sample of all four groups totaled 328 students, of whom 288 completed the questionnaire for an 88 percent return. Eleven (11) of the 288 were eliminated after the data were collected when it was learned that these students were registered in professional programs (such as Nursing, Medical Technology, Engineering) and were no longer enrolled in the College of Literature, Science, and the Arts.

APPENDIX B

Samples of Letters and Payment Authorization

THE UNIVERSITY OF MICHIGAN
ANN ARBOR

OFFICE OF THE PRESIDENT

WILLIAM L. CASH, JR.
Assistant to the President
for Human Relations Affairs

February 3, 1969

To: Students in the College of Literature, Science, and the Arts:

The University of Michigan is undertaking a study of undergraduate life in the College of Literature, Science, and the Arts, and invites your participation in this research. The basic purpose of the study is to determine how students in LS&A view their educational experience so that the quality of this experience may be improved for both you and forthcoming students. We are primarily interested in your feelings about your education thus far, your evaluation of the faculty and staff, and the satisfactions and disappointments which you have experienced as a student here at Michigan. The research is being undertaken and supported by the Office of Special Programs and the Office of the Assistant to the President for Human Relations and Coordinator of the Committee for Human Relations Programs.

Since we are particularly interested in some of the issues of race relations, we have drawn two samples of students on campus, equal numbers of black and white students enrolled in LS&A. The names of black students were compiled with the approval and assistance of the Black Student Union and the Opportunity Award Program. Because of the recent reorganization within the Financial Aid Office, and the desire of that office to receive information about their services, the sample of both white and black students includes recipients of financial assistance and students selected at random from the Michigan directory. In the study, your responses will be coded and punched into IBM cards, and the data reported only in statistical summary form. The questionnaire will be processed by a small research staff and will not be seen by any University faculty or administrative personnel. We promise complete confidentiality to you in participating in this research.

The study involves two parts. The questionnaire, which can be completed within two hours, is concerned with your high school experience, your academic and vocational aspirations, the activities and interests you share with your friends, and your experience in both the academic and extracurricular life at Michigan. Since the research involves a study of race relations, there will be some questions asking for your opinions on several aspects of race relations at Michigan. I again want to assure you that no person outside the small research staff will know your identity.

February 3, 1969
Page 2

A smaller group of students who complete the questionnaire will be invited to participate in an interview which is concerned almost entirely with your experience at Michigan, beginning with your initial thoughts about college, contact with the admissions office, academic counseling, and other offices within LS&A.

You will receive five dollars ($5) for participating in the study, which will be available for your within a week of completing the questionnaire. The questionnaire will be distributed in Room 231, Angell Hall, on Saturday morning, Sunday afternoon, and four evenings, according to the following schedule:

Saturday, Feburary 8, 9:00 a.m. - 12 Noon
Sunday, February 9, 1:00 p.m. - 5:00 p.m.
Sunday, February 9, 7:00 p.m. - 11:00 p.m.
Monday, February 10, 7:00 p.m. - 11:00 p.m.
Tuesday, February 11, 7:00 p.m. - 11:00 p.m.
Wednesday, February 12, 7:00 p.m. - 11:00 p.m.

I will be in Room 231 during the times indicated. Come at any time during that period. Since the questionnaire takes two hours, you may come at one time for an hour and return the next day to complete the questionnaire. Please indicate your preference on the enclosed card and return it immediately.

We hope you will participate in this endeavor, for in our attempt to improve and expand the quality of the educational opportunities, it is important that we know how you feel about your experience.

Sincerely yours,

Wm. P. Fenstemacher
Study Director

Dr. William L. Cash, Jr.
Office of Assistant to the President
Coordinator of Human Relations Program

John Chavis
Office of Special Programs

WPF:rml
Enclosure

This card will confirm my participation in the study of student experiences at the University of Michigan.

I prefer to come on the date indicated below:

_____Saturday, February 8, between 9:00 a.n.-12 Noon
_____Sunday, February 9, between 1:00 p.m.-5:00 p.m.
_____Sunday, February 9, between 7:00 p.m.-11:00 p.m.
_____Monday, February 10, between 7:00 p.m.-11:00 p.m.
_____Tuesday, February 11, between 7:00 p.m.-11:00 p.m.
_____Wednesday, February 12, between 7:00 p.m.-11:00 p.m.

(Please mark the date, time, and place on your calendar.)

Signed_________________________________

THE UNIVERSITY OF MICHIGAN
ANN ARBOR

OFFICE OF THE PRESIDENT

WILLIAM L. CASH, JR.
Assistant to the President
for Human Relations Affairs

February 14, 1969

To: Students in the College of Literature, Science and the Arts:

This is a follow-up to a letter you should have received last week inviting your participation in a study of undergraduate life in the College of Literature, Science and the Arts. The basic purpose of the study is to determine how students in LS&A view their educational experience so that the quality of this experience may be improved for both you and forthcoming students. We are primarily interested in your feelings about your education thus far, your evaluation of the faculty and staff, and the satisfactions and disappointments which you have experienced as a student here at Michigan. The research is being undertaken and supported by the Office of Special Programs and the Office of the Assistant to the President for Human Relations and Coordinator of the Committee for Human Relations Programs.

As we indicated in our last letter, your responses will be coded and punched into IBM cards and the data reported only in statistical summary form. The questionnaire will be processed by a small research staff and will not be seen by any University faculty or administrative personnel. We promise complete confidentiality to you in participating in this research.

The study involves two parts. The questionnaire, which can be completed within two hours, is concerned with your high school experience, your academic and vocational aspirations, the activities and interests you share with your friends, and your experience in both the academic and extracurricular life at Michigan. Since the research involves a study of race relations, there will be some questions asking for your opinions on several aspects of race relations at Michigan.

A smaller group of students who complete the questionnaire will be invited to participate in an interview which is concerned almost entirely with your experience at Michigan, beginning with your initial thoughts about college. contact with the admissions office, academic counseling, and other offices within LS&A.

You will receive five dollars for participating in the study, which will be available upon completion of the questionnaire. You may complete the questionnaire at home and return it to me in the Academic Counseling Office. I will be available at the Freshman-Sophomore Counseling Office, 1213 Angell Hall, on Monday, Wednesday and Friday, from 9:30 AM to 12:15 PM so that you may pick up and return the questionnaire.

We hope you will participate in this endeavor, for in our attempt to improve and expand the quality of the educational opportunities, it is important that we know how you feel about your experience.

Sincerely yours,

William P. Fenstemacher
William P. Fenstemacher
Study Director

WPF/mar

THE UNIVERSITY OF MICHIGAN
ANN ARBOR
48104
CENTER FOR THE STUDY OF HIGHER EDUCATION

1100 SOUTH UNIVERSITY
Tel. (313) 764-9472

This will authorize Calvin Roberts (No.001) to receive Five and no/100 Dollars ($5.00) from Account No. 45548.

Student's signature Calvin J. Roberts
385 46 8855 7

Study Director Wm. P. Fenstemacher

Date Feb. 8, 1969

MUST BE CASHED WITHIN 14 DAYS

Ca

[illegible] 0 4 2 [illegible] 1 [illegible]   5.[illegible] *

THE UNIVERSITY OF MICHIGAN
ANN ARBOR

OFFICE OF THE PRESIDENT

WILLIAM L. CASH, JR.
Assistant to the President
for Human Relations Affairs

Dear Undergraduate:

In addition to the questionnaire which you have just completed, we invite your participation in an informal interview which will focus on your experience at Michigan. We're interested in more detailed information beginning with your initial thoughts about college, contact with the admissions office, academic counseling, and other offices within LS&A. Your participation in this part of the study will be of great assistance to these offices in our attempt to improve and expand the quality of the educational opportunities in LS&A.

The interview will last approximately one hour, and will be at a time which is convenient for you. Please see me for more information.

William P. Fenstemacher
Study Director

APPENDIX C

Data Collection Instruments

Questionnaire on Student Experiences
Social Reaction Inventory
Interview

Identification no. ______________

Date ____________________________

QUESTIONNAIRE ON STUDENT EXPERIENCES
AT THE UNIVERSITY OF MICHIGAN
COLLEGE OF LITERATURE, SCIENCE, AND ARTS
WINTER, 1969

FAMILY AND BACKGROUND INFORMATION

1. How old are you? _____ years and ______ months.

2. Check whether you are ☐ (1) Male or ☐ (2) Female (1:09)

3. What year are you at Michigan? (CHECK ONE) (1:10)

   ☐ (1) Senior
   ☐ (2) Junior
   ☐ (3) Sophomore
   ☐ (4) Freshman

4. How many older brothers do you have? _____ (1:11)

   a. How far did your older brothers go in their education (e.g., 3 years of high school, college graduate, etc.)? (If they went to college, please indicate which college for each)

   1) ____
   2) ____
   3) ____

   b. What are your older brothers' occupations now?

   1) ______________________________
   2) ______________________________
   3) ______________________________

5. How many older sisters do you have? _____ (1:12)

   a. How far did your older sisters progress in their education? (If they went to college, please indicate which college for each)

   1) ____
   2) ____
   3) ____

   b. What are your older sisters' occupations now?

   1) ______________________________
   2) ______________________________
   3) ______________________________

6. With whom were you living just before coming to Michigan? (CHECK ONE) (1:13)

☐ (1) Mother and Father
☐ (2) Mother only
☐ (3) Father only
☐ (4) Mother and Step-father
☐ (5) Father and Step-mother
☐ (6) Other relatives
☐ (7) Someone else

7. How far did your parents go in school? (CHECK ONE BOX FOR EACH PARENT) (1:14,15)

Father	Mother	
☐	☐	(1) Less than high school
☐	☐	(2) Some high school (9-11 years)
☐	☐	(3) Completed high school (12 years)
☐	☐	(4) Some college
☐	☐	(5) Completed college
☐	☐	(6) Advanced or Professional degree

8. In the past year, has your father been: (CHECK ONE) (1:16)

☐ (1) employed all the time
☐ (2) employed some of the time
☐ (3) unemployed most of the time
☐ (4) unemployed all the time
☐ (5) retired
☐ (6) deceased

9. If employed, what is your father's occupation (or, if he is retired or deceased, what was it before)? Kindly give a full answer, such as "bus driver for Detroit Transit System," "welder in an automobile plant," "manager of a large department store," "high school English teacher."

____

____

____

10. Please check if your father usually has two jobs: (CHECK ONE) (1:17)

☐ (1) Yes
☐ (2) No

11. At the present time, does your mother have a paying job outside the home? (CHECK ONE) (1:18)

☐ (1) Yes, full-time

☐ (2) Yes, part-time

☐ (3) No

(IF YES) Name and describe the occupation in which she works. (PLEASE GIVE A FULL ANSWER)

____

____

12. Roughly speaking, about how long has your mother been working outside the home? (CHECK ONE) (1:19)

☐ (1) Since I was born

☐ (2) Since I was about 5 years old

☐ (3) Since I was about 10 years old

☐ (4) Since I was about 15 years old

☐ (5) My mother never worked outside the home

13a. About how much total income do your parents earn yearly at the present time? (CHECK ONE) (1:20)

☐ (1) Less than $2,000

☐ (2) $2,000 - $2,999

☐ (3) $3,000 - $4,999

☐ (4) $5,000 - $7,499

☐ (5) $7,500 - $9,999

☐ (6) $10,000 - $12,499

☐ (7) $12,500 - $14,999

☐ (8) $15,000 - $17,499

☐ (9) $17,500 and over

13b. How certain are you about this income? (CHECK ONE) (1:21)

☐ (1) I am quite certain about it

☐ (2) I know it approximately

☐ (3) I'm mostly guessing

14a. Have you received any financial aid from the University of Michigan? (CHECK ONE)

☐ (1) Yes

☐ (2) No ⟶ (ANSWER Q. 14b)

(IF YES) Please check all of the following that you have received from the University. (CHECK ONE)

☐ (1) Michigan Opportunity Award

☐ (2) Educational Opportunity Grant

☐ (3) Regents Alumni Scholarship

☐ (4) Loans (NDEA, University)

☐ (5) Other (PLEASE SPECIFY) ______________________________

14b. Do you have a part-time job during the school year? (CHECK ONE)

☐ (1) Yes ☐ (2) No

How many hours are you working? ________ hours per week

15. Are your parents ... (CHECK ONE) (1:22)

☐ (1) Living together (GO TO Q. 16)

☐ (2) Divorced, separated

☐ (3) Father deceased

☐ (4) Mother deceased

☐ (5) Both parents deceased

→ ANSWER QUESTIONS 15a and 15b

15a. How old were you when your parents were separated (divorce, death, etc.) (CHECK ONE) (1:23)

☐ (1) Less than 5 years old

☐ (2) 5 to 9 years old

☐ (3) 10 to 14 years old

☐ (4) 15 years or older

15b. After your parents were separated, with which parent did you make your home? (CHECK ONE) (1:24)

☐ (1) Entirely or mostly with father

☐ (2) Entirely or mostly with mother

☐ (3) Other (PLEASE SPECIFY) ______________________________

____

16. Please identify the place where you lived most of your life (example: Detroit, River Rouge, Chicago, Toledo)

____

17. CHECK ONE of the following characteristics which best describes the place where you lived most of your life. (1:25)

☐ (1) Suburb in a metropolitan area
☐ (2) In a city of about one million or more
☐ (3) In a city (not a suburb) of 50,000 to one million population
☐ (4) In a city or town of 10,000 to 50,000
☐ (5) In a town of less than 10,000
☐ (6) Farm, ranch, or other open country

18. Which of the following best describes the distance between Ann Arbor and the place where your parents (or guardians) now live? (CHECK ONE) (1:26)

☐ (1) Within 2 hours automobile drive or less
☐ (2) Between 2 to 4 hours automobile drive
☐ (3) More than 4 hours automobile drive
☐ (4) Other (PLEASE SPECIFY) ______________________________

19. How often do you write or call your parents on the average? (CHECK ONE) (1:27)

☐ (1) Every day or almost every day
☐ (2) About two or three times a week
☐ (3) About once a week
☐ (4) Every 2 or 3 weeks
☐ (5) About once a month
☐ (6) Less than once a month

20. How often do you see your parents? (CHECK ONE) (1:28)

☐ (1) About once a week or more often
☐ (2) About once or twice a month
☐ (3) During holidays and an occasional weekend
☐ (4) Only during holidays
☐ (5) Only during summer vacation
☐ (6) Not at all

21. Families differ in how much they emphasize various things connected with their children's schooling. Even within the same family the two parents may not stress exactly the same things.

Look at the list below and tell us how often each of your parents did these things when you were in elementary school.

Use a 5 for "always did this"

4 for "often did this"

3 for "sometimes did this"

2 for "seldom did this"

1 for "never did this"

REMEMBER, RATE HOW OFTEN EACH PARENT DID EACH OF THE THINGS LISTED.

	Father	Mother
Made sure that I went to school everyday unless I was sick (1:29,30)	___	___
Showed real interest in what I was learning in school (1:31,32)	___	___
Helped me with school work (1:33,34)	___	___
Made sure I always did my homework (1:35,36)	___	___
Praised me for accomplishments at achool (1:37,38)	___	___
Gave me money when I got good grades (1:39,40)	___	___
Punished me in some way when I did poorly (1:41,42)	___	___
Attended P.T.A. meetings or other parent groups at school (1:43,44)	___	___
Talked with me about future educational possibilities (1:45,46)	___	___
Attended programs the students put on at school (1:47,48)	___	___
Read to me (1:49,50)	___	___

22. What part would you say that your parents played in your decision to come to college?

CHECK ONE BOX FOR EACH PARENT	Father (1:51)	Mother (1:52)
1) It's largely at his (her) insistence that I am here	☐	☐
2) Played a critical role in the decision--really helped me think it through	☐	☐
3) Played a supportive, encouraging role--was interested, but I really thought it through myself	☐	☐
4) Had very little to do with it	☐	☐
5) Was really against my decision to go to college	☐	☐
6) Parent deceased or didn't have any contact with me at that time	☐	☐

Finally, a few questions about you and your parents at the present time ....

23. How close do you feel to your mother and to your father?

CHECK ONE BOX FOR EACH PARENT	Father (1:53)	Mother (1:54)
1) Extremely close	☐	☐
2) Quite close	☐	☐
3) Fairly close	☐	☐
4) Not very close	☐	☐
5) Parent deceased or doesn't have any contact with me now	☐	☐

24. Most students come to college with a certain amount of apprehension concerning academic requirements and whether they can do the work satisfactorily. Both students and parents usually hope for the best, but how would your parents have felt if you just couldn't have done the work here at Michigan? (CHECK ONE) (1:55)

☐ (1) They would have been somewhat disappointed and encouraged me to go to work

☐ (2) They would have been somewhat disappointed but would have encouraged me to continue my education at some other school

☐ (3) They would have been indifferent; they really wouldn't have cared whether I succeeded or failed

☐ (4) Something else (PLEASE INDICATE) ____________________

____

____

25. How important was it for your father and mother that you get a college education?

CHECK ONE BOX FOR EACH PARENT	Father (1:56)	Mother (1:57)
1) My getting a college education was the most important thing to him (her).	☐	☐
2) He (she) felt it was pretty important.	☐	☐
3) He (she) really didn't care one way or the other.	☐	☐
4) He (she) didn't see the need for it.	☐	☐
5) I don't know how he (she) felt.	☐	☐

Now some questions about living arrangements and your residence experience.

26. Where are you currently living? (CHECK ONE) (1:58)

☐ (1) Dormitory (PLEASE GIVE NAME OF DORM AND HOUSE) ________________
☐ (2) Apartment
☐ (3) Rooming house
☐ (4) A room in a private home
☐ (5) In my parents' home
☐ (6) Fraternity or sorority house
☐ (7) A cooperative house (PLEASE GIVE NAME) ________________________

27. Do you have one or more roommates, or do you live alone? (CHECK ONE) (1:59)

☐ (1) Live alone
☐ (2) One student roommate
☐ (3) Two or more student roommates
☐ (4) Live with spouse or parents
☐ (5) Non-student roommates

28. Are you a member of a fraternity (sorority)? (CHECK ONE) (1:60)

☐ (1) Yes Which one? ____
☐ (2) No

29. Are there any fraternities (sororities) you tried to get into but didn't get a bid? (CHECK ONE) (1:61)

☐ (1) Yes Which ones? ____
____

☐ (2) No

30. In general, how do you feel about the fraternity, sorority system at Michigan? (CHECK ONE) (1:62)

☐ (1) I am very much in favor of them.
☐ (2) I am generally in favor of them but I have some reservations.
☐ (3) I don't have any feeling about them one way or the other.
☐ (4) I am fairly much against them.
☐ (5) I am very much against them.

Why do you feel this way? ______________________________

FRIENDSHIP GROUPS

One of the major things that we hope to learn in this study is the pattern of associations among students at the University of Michigan. We are particularly interested in friendships and groups of friends and in the role these play in college life. This part of the questionnaire is about your college friendships -- where you have met your friends, the activities and interests you share, and something about the meaning of these friendships to you.

A number of these questions will require care and thoughtfulness in answering. In order to study friendship systematically, we have to provide a common rating scheme which every student uses in describing his own friendships. Of course, this common scheme will not completely capture the quality of your particular friendships, but we hope you will try to make the scheme as applicable to your situation as possible. Please read the instructions very carefully, since the procedures we are asking you to follow in this part of the questionnaire are more complex than you may have encountered in most questionnaires.

In a number of these questions, we are asking you to give the names of friends here at Michigan. We are asking this to enable us to analyze the data according to groupings of friends. We promise the same confidentiality for the people you mention as we have promised you in participating in this study. Your responses will be seen only by a small research staff, coded and punched into IBM cards, and the data reported only in a statistical summary form. If you would rather not give the names, just refer to them by their initials to make sure you are referring to the same person in each question.

31. First, who would you say are your three best friends here at Michigan--the people you feel pretty close to, whether fellows or girls, fellow students or anyone else in your life at the University.

Please print the names of these friends in the appropriate spaces below and indicate their sex, race, and class year (for example, sophomore or junior).

Please name three friends, even if some of these are not as close as the others. As we have indicated, we are interested in the friends' names only to enable us to analyze the data according to groupings of friends.

(Remember, we are interested in your three closest friends in your life here at Michigan, including men and women, students and non-students).

Friend 1: Name ______________________ Year (if student) ________
Check if non-student ☐
(CHECK ONE ON EACH LINE): ☐ (1) Male ☐ (2) Female (1:63)
☐ (1) White ☐ (2) Black ☐ (3) Other (1:64)

Friend 2: Name ______________________ Year (if student) ________
Check if non-student ☐
(CHECK ONE ON EACH LINE): ☐ (1) Male ☐ (2) Female (1:65)
☐ (1) White ☐ (2) Black ☐ (3) Other (1:66)

Friend 3: Name ______________________ Year (if student) ________
Check if non-student ☐
(CHECK ONE ON EACH LINE): ☐ (1) Male ☐ (2) Female (1:67)
☐ (1) White ☐ (2) Black ☐ (3) Other (1:68)

32. Did you know this person before he (she) came to the University of Michigan? (CHECK ONE FOR EACH FRIEND)

		Yes (1)	No (2)
Friend 1	(1:69)	☐	☐
Friend 2	(1:70)	☐	☐
Friend 3	(1:71)	☐	☐

3. Where do these three friends live?

CHECK ONE ALTERNATIVE FOR EACH FRIEND	Friend 1 (1:72)	Friend 2 (1:73)	Friend 3 (1:74)
(1) Lives in my dormitory	☐	☐	☐
(2) Lives in my house or apartment	☐	☐	☐
(3) Lives somewhere else	☐	☐	☐

4. Now, thinking of an average week, about how often would you say you get together with each of these three friends?

CHECK ONE ALTERNATIVE FOR EACH FRIEND	Friend 1 (2:09)	Friend 2 (2:10)	Friend 3 (2:11)
(1) At least once a day	☐	☐	☐
(2) Almost every day	☐	☐	☐
(3) Three or four times a week	☐	☐	☐
(4) Once or twice a week	☐	☐	☐
(5) Once every two or three weeks	☐	☐	☐
(6) Once a month or less frequently	☐	☐	☐

35. What is the academic major of the three friends?

CHECK ONE ALTERNATIVE FOR EACH FRIEND	Friend 1 (2:12)	Friend 2 (2:13)	Friend 3 (2:14)
(1) Same as mine	☐	☐	☐
(2) Something else, (PLEASE INDICATE) _______________	☐	☐	☐

36. Have you had any classes with this person? (CHECK ONE FOR EACH FRIEND)

Yes (1)	No (2)		
☐	☐	Friend 1	(2:15)
☐	☐	Friend 2	(2:16)
☐	☐	Friend 3	(2:17)

37. How much have you talked about school work with this person?

CHECK ONE ALTERNATIVE FOR EACH FRIEND	Friend 1 (2:18)	Friend 2 (2:19)	Friend 3 (2:20)
(1) A great deal	☐	☐	☐
(2) Fairly often	☐	☐	☐
(3) Once in a while	☐	☐	☐
(4) Not at all	☐	☐	☐

38. When would you say you became good friends with each of these people?

CHECK ONE ALTERNATIVE FOR EACH FRIEND

	Friend 1 (2:21)	Friend 2 (2:22)	Friend 3 (2:23)
(1) After my junior year at college	☐	☐	☐
(2) During my junior year	☐	☐	☐
(3) During my sophomore year	☐	☐	☐
(4) During my freshman year	☐	☐	☐
(5) During high school	☐	☐	☐
(6) Before high school	☐	☐	☐

39. We have been talking about your three best friends at Michigan. Suppose we didn't restrict the question to Michigan, but asked you to name your three best friends generally, where would your Michigan friends fit in? (CHECK ONE) (2:24)

☐ (1) All of my three best friends at Michigan are my three best friends generally.

☐ (2) Two of my friends at Michigan would be included in a list of my three best friends generally.

☐ (3) One of my friends at Michigan would be included in a list of my three best friends generally.

☐ (4) None of my friends at Michigan would be included in a list of my three best friends generally.

40. Now, we'd like to know how other people important to you might feel about your friends.

First, let's take your parents. Is there anything about any of these three friendships that your parents would not completely approve of, for any reason? (CHECK ONE) (2:25)

☐ (1) Yes

☐ (2) No

(IF YES) Which friendships would your parents disapprove of, and why would they disapprove?

41. Now, we'd like to know a little about the things that are important to you in your friendships -- the satisfactions you get from them. On this and the next page, you'll find a list of the kinds of things that students often mention in talking about what's important in their friendships. We'd like you to go over this list and think of each of the items in terms of the three friends you just selected above.

You'll notice that the list is very varied -- that there are many different kinds of satisfactions one might find in a friendship.

We'd like you to go down the list, rating each friendship on each item, using the following rating scheme:

Write in 3 if the item is a crucially important aspect of the friendship for you -- if it is an essential basis of the friendship.

Write in 2 if the item is a fairly important aspect of the friendship for you -- if it is a major basis of the friendship

Write in 1 if the item is a slightly important aspect of the friendship for you -- if it is only a minor basis of the friendship

Write in 0 if the item is not an important aspect of the friendship for you

PLEASE RATE EACH FRIENDSHIP ON EACH ITEM	Friend 1	Friend 2	Friend 3
A. This friend helps me with my studies. (2:26,27,28)	___	___	___
B. This friend broadens my social life--helps me meet other people, helps me get dates. (2:29,30,31)	___	___	___
C. This friend is someone I've depended upon and leaned on--someone I've needed for support. (2:32,33,34)	___	___	___
D. This friend depends upon me and needs me--the good feeling I get from being someone this friend depends on. (2:35,36,37)	___	___	___
E. My relationship with this friend is easy, relaxing, "comfortable." (2:38,39,40)	___	___	___
F. This friend is different from me in some basic ways--I find the difference(s) interesting and challenging. (2:41,42,43)	___	___	___
G. This friend is someone I share my deepest personal feelings with--my confusions and self-doubts. (2:44,45,46)	___	___	___
H. I have stimulating talks with this friend--intellectual exchanges, exchange of ideas. (2:47,48,49)	___	___	___
I. This friend and I share a lot of activity interests--we like doing the same kinds of things. (2:50,51,52)	___	___	___
J. This friend and I have similar values about things--I get support for some of my basic values from this friend. (2:53,54,55)	___	___	___

(CONTINUED ON NEXT PAGE)

41. (continued)

3 A crucially important aspect of the friendship--an essential basis of the friendship

2 A fairly important aspect of the friendship--a major basis of the friendship

1 A slightly important aspect of the friendship--only a minor basis of the friendship

0 Not an important aspect of the friendship

	Friend 1	Friend 2	Friend 3
K. This friend admires me, looks up to me--this gives me self-confidence, it's good for my ego. (2:56,57,58)	___	___	___
L. This friend is just a very likable person. (2:59,60,61)	___	___	___
M. This friend is someone I look to and learn from with respect to ideas or ways of looking at things. (2:62,63,64)	___	___	___
N. This friend is a model for the kind of person I would like to be. (2:65,66,67)	___	___	___
O. This friend likes me--the good feeling I get from feeling liked. (2:68,69,70)	___	___	___
P. This friend is knowledgeable--has a lot of information that has helped me with decisions. (2:71,72,73)	___	___	___

42. Now, referring again to the items in Question 41, which of these aspects do you feel is most crucial for your friendship with each friend? Then, which is the second most crucial for each friend? Please indicate how you feel by writing in below the letters which correspond to the appropriate items.

	Friend 1 (3:09-10)	Friend 2 (3:11-12)	Friend 3 (3:13-14)
Most crucial aspect	___	___	___
Next most crucial aspect	___	___	___

43. NOW, WE"D LIKE TO ASK YOU A FEW QUESTIONS ABOUT SOME OF THE INTERESTS, TASTES, AND VALUES THAT YOU AND YOUR THREE FRIENDS MAY SHARE OR DIFFER IN.

On the following two pages is a list of things in which people have different degrees of interest.

First, in the column headed "IMPORTANCE TO ME", please indicate how you feel about each of the areas listed, according to the rating scheme that follows.

Then, after you've answered the question for yourself, please try to think how important these areas are to each of your three friends, and go down the list again, indicating how you think each of your three friends at Michigan would answer the same question. (If you feel you simply are unable to make the judgment in a particular area for a particular friend, use the question mark symbol below. Please use it only when you feel you really don't know.)

Write in 3 if the area is of very special interest, of great importance.

Write in 2 if the area represents a fairly important interest.

Write in 1 if the area is of minor importance.

Write in 0 if the area is of no interest at all, of no importance.

Write in ? if you are simply unable to make a judgment in this particular area for this friend. if you really don't know.

Importance to me	Area of interest	Importance to Friend 1	Importance to Friend 2	Importance to Friend 3
___	Interest in athletics and sports (3:15,16,17,18)	___	___	___
___	Interest in student organizations and activities here at Michigan; campus issues and politics (3:19,20,21,22)	___	___	___
___	Interest in studying; taking the course work seriously (3:23,24,25,26)	___	___	___
___	Interest in close personal relationships; "reaching" and being sensitive to others (3:27,28,29,30)	___	___	___
___	Interest in the world of ideas; the intellectual life; excitement in exploring new ideas (3:31,32,33,34)	___	___	___
___	Interest in the kind of clothes that one wears; how one talks and behaves when he is with others (3:35,36,37,38)	___	___	___
___	Interest in thinking about the kind of occupation or career I want (3:39,40,41,42)	___	___	___
___	Interest in music, art, literature, painting (3:43,44,45,46)	___	___	___

(CONTINUED ON NEXT PAGE)

43. (continued)

3 The area is of very special interest, of great importance

2 The area represents a fairly important interest

1 The area is of minor importance

0 The area is of no interest at all, of no importance

? In this particular area I am simply unable to make a judgment for this friend -- I really don't know

Importance to me	Area of interest	Importance to Friend 1	Importance to Friend 2	Importance to Friend 3
___	Interest in religious standards and beliefs; concern with taking a religious perspective toward life (3:47,48,49,50)	___	___	___
___	Interest in the contemporary political scene; national and international affairs; current events (3:51,52,53,54)	___	___	___
___	Interest in dating and social life (3:55,56,57,58)	___	___	___

44. Another important thing we hope to learn in this study is the role certain people play in college life. Many of us have models, people whom we admire and attempt to follow. Please indicate two persons whom you particularly admire. As we have indicated, we are interested in the names only to enable us to analyze the data according to groupings of individuals.

Remember, we are interested in the two persons whom you admire in your life here at Michigan, including men and women, students and non-students. They may or may not be within your three best friends. They should be people in Ann Arbor who are "part of the Michigan scene" although not necessarily here at the University.

Name of Person A. ______________________ Year (if student) ________
Check if non-student ☐

CHECK ONE ON EACH LINE
☐ (1) Male ☐ (2) Female (3:59)
☐ (1) White ☐ (2) Black ☐ (3) Other (3:60)

Name of Person B. ______________________ Year (if student) ________
Check if non-student ☐

CHECK ONE ON EACH LINE
☐ (1) Male ☐ (2) Female (3:61)
☐ (1) White ☐ (2) Black ☐ (3) Other (3:62)

45. Why do you admire Person A? ______________________________

____

____

____

46. Why do you admire Person B? ______________________________

____

____

____

47. Now, thinking of an average week, about how often would you say you get together with each of these two persons?

CHECK ONE ALTERNATIVE FOR EACH PERSON	Person A (3:63)	Person B (3:64)
(1) At least once a day	☐	☐
(2) Almost every day	☐	☐
(3) Three or four times a week	☐	☐
(4) Once or twice a week	☐	☐
(5) Once every two or three weeks	☐	☐
(6) Once a month or less frequently	☐	☐
(7) Never, I don't really know this person	☐	☐

48. Now, we'd like you to think not of your friends and groups but of the total Michigan student body. Any group as large as the Michigan student body contains smaller sets of people who share certain interests, attitudes, or values. Below are some of the groups of students that have been mentioned frequently.

01) The intellectual students, those who may not get good grades but are involved in the world of books and ideas.

02) While other things are important also, these students are concerned about the social aspects of college; having a good time, partying

03) The creative, perhaps non-conformist students

04) The students who identify with religious, ethnic, or racial groups

05) The athletes

06) The students who are most concerned about a particular field or occupation

07) The students who are most concerned about social and political issues on a national or international scale

08) The students who are most concerned about studying, keeping up with course work, getting good grades.

09) The students who are most concerned about campus issues and events.

10) The casual type students, the ordinary, average types.

11) Other (PLEASE SPECIFY) ____________________

a. Now, in which of these groups would you place yourself? (3:65-66)

I perceive myself to be most similar to Group ___

b. In Question 31, you identified your three best friends here at Michigan. In which of these groupings would you place each of your three best friends.

Friend 1 ___ (3:67-68)
Friend 2 ___ (3:69-70)
Friend 3 ___ (3:71-72)

c. Which of these groupings would you never want to belong to?

I would never want to belong to group(s) ____________

d. Are there any of these groupings that you sometimes wish you could have been part of, but that you never did belong to? (CHECK ONE) (3:73)

☐ (1) Yes ☐ (2) No

(IF YES) I sometimes wish that I could have been part of group(s) ________

In Question 44, you identified two people whom you admire most at Michigan. Now, in which of these groups would you place these two people whom you admire.

Person A ___ (3:74-75)

Person B ___ (3:76-77)

GENERAL EXPERIENCE

50. Listed below are a number of statements describing goals, qualities, and experiences which might be attained as a result of being in college. This question is designed to assess the importance you place on each of these ends.

Please rate the importance of each of the following goals listed below, using one of the five scale steps:

5. Extremely important
4. Very important
3, Moderately important
2. Slightly important
1. Unimportant

PLACE YOUR RATINGS IN THE SPACE TO THE LEFT OF EACH ITEM.

___ (01) Developing a well thought out philosophy of life (4:09)

___ (02) Becoming intensely interested in some intellectual pursuit (4:10)

___ (03) Having a good time participating in collegiate social life (4:11)

___ (04) Participating in activities aimed at correcting social injustices (4:12)

___ (05) Being a varsity athlete (4:13)

___ (06) Being friendly with a large number of people (4:14)

___ (07) Developing self-confidence and poise (4:15)

___ (08) Learning more about literature, art, and music (4:16)

___ (09) Deciding upon an occupation (4:17)

___ (10) Developing my understanding of people and the factors which influence their feelings, thoughts and actions (4:18)

___ (11) Developing a close, apprentice-like relationship with a faculty member who is highly respected in his professional field (4:19)

___ (12) Becoming a leader in student activities (4:20)

___ (13) Doing as well academically as I can (4:21)

___ (14) Becoming well prepared for my future occupation (4:22)

___ (15) Developing emotional independence from my parents (4:23)

___ (16) Meeting types of people I have never met before (4:24)

___ (17) Raising my social or economic status (4:25)

___ (18) Developing better patterns of speech (4:26)

___ (19) Finding a sense of purpose in life (4:27)

___ (20) Finding a suitable husband or wife (4:28)

50. (continued)

Now, select from the above list of statements the three items which you feel are most important. List their numbers (not the ratings you gave them) in order of their importance to you. Please do not list more than one statement in each rank.

Most important	Statement no. ____	(4:29-30)
Second most important	Statement no. ____	(4:31-32)
Third most important	Statement no. ____	(4:33-34)

FOR SOPHOMORES, JUNIORS AND SENIORS (FRESHMEN, PLEASE GO TO Q. 52)

51. How do you think your grade point average at the end of the freshman year compared with those of other freshman who entered the University of Michigan when you did? (CHECK ONE) I think my freshman grade point average was: (4:35)

☐ (1) much higher than most

☐ (2) a little higher than most

☐ (3) about the same

☐ (4) a little lower than most

☐ (5) much lower than most

52. What is your cumulative grade point average at Michigan? ________

53. How certain are you about your average? (CHECK ONE) (4:36)

☐ (1) I am quite certain about it

☐ (2) I know it approximately

☐ (3) I'm mostly guessing

54. How satisfied are you with your grade point average? (CHECK ONE) (4:37)

☐ (1) Very satisfied

☐ (2) Moderately satisfied

☐ (3) Neither satisfied nor dissatisfied

☐ (4) Moderately dissatisfied

☐ (5) Very dissatisfied

55. How do you expect your academic performance this semester will compare with others in your college class? (CHECK ONE) (4:38)

☐ (1) I'll do much better than average

☐ (2) I'll do better than average

☐ (3) I'll do a little better than average

☐ (4) I'll do a little lower than average

☐ (5) I'll do lower than average

☐ (6) I'll do much lower than average

56. Think now about your grades up to now at Michigan. PLEASE DO NOT CIRCLE MORE THAN ONE GRADE FOR A GIVEN QUESTION.

a. First, inidcate below what grade average you feel is the "highest you could get" if you worked up to your maximum potential by circling the appropriate grade below. (4:39-40)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
(12)	(11)	(10)	(09)	(08)	(07)	(06)	(05)	(04)	(03)	(02)	(01)

b. Next, indicate what grade average is the "lowest you could get" if you did a minimum of work. (4:41-42)

A A- B+ B B- C+ C C- D+ D D- E

c. Now, indicate what grade average you've "actually tried for." We don't mean the grade you'd ideally like, but rather what you've actually tried to get.) (4:43-44)

A A- B+ B B- C+ C C- D+ D D- E

d. Finally, indicate the grade average you think you "actually will get" for your work this semester. (4:45-46)

A A- B+ B B- C+ C C- D+ D D- E

e. Now, refer back to questions c and d. Is the grade average you have indicated as the one you have "actually tried for" (c) higher than the grade average you think you "actually will have" (d)? (CHECK ONE) (4:47)

☐ (1) Yes

☐ (2) No

(IF YES) Many different factors may make it difficult for students to attain the grade average they have "actually tried for." Think of yourself. CHECK ALL THAT ARE APPLICABLE of the following factors that you feel made it difficult for you to attain the grade average you have "actually tried for."

☐ (01) Unfairness in grading	(4:48)
☐ (02) Heavy academic demands	(4:49)
☐ (03) High school preparation	(4:50)
☐ (04) My study habits	(4:51)
☐ (05) Family problems	(4:52)
☐ (06) My ability	(4:53)
☐ (07) Bad luck	(4:54)
☐ (08) My lack of interest in courses	(4:55)
☐ (09) Having to hold a job	(4:56)

(CONTINUED ON NEXT PAGE)

56. (continued)

☐ (10) My self-discipline (4:57)
☐ (11) The size of the University of Michigan (4:58)
☐ (12) Not having a quiet place to study (4:59)
☐ (13) Exams that don't permit me to show what I really know (4:60)
☐ (14) Stiff competition (4:61)
☐ (15) New and different social environment (4:62)
☐ (16) Tension and anxiety about grades (4:63)
☐ (17) My reluctance to be at Michigan (4:64)
☐ (18) Too little social life (4:65)
☐ (19) Too much social life (4:66)

Now, select from the above list of factors the three you feel have been the greatest obstacles to your attaining the grade average you have "actually tried for."

Most important factor Statement no. ____ (4:67-68)
Second most important factor Statement no. ____ (4:69-70)
Third most important factor Statement no. ____ (4:71-72)

57. How certain are you that you will finish college? (CHECK ONE) (4:73)

☐ (1) Completely certain I will finish (GO TO Q. 59)
☐ (2) Pretty certain I will finish
☐ (3) Some possibility I will not finish
☐ (4) Pretty strong possibility I will not finish
☐ (5) Almost certain I will not finish

PLEASE ANSWER THE FOLLOWING QUESTION

58. What is the single most important factor that might prevent you from finishing college?

____

____

59. If you wanted to get married but it meant dropping out of college, what do you think you would do? (CHECK ONE) (4:74)

☐ (1) I would probably get married
☐ (2) I might get married
☐ (3) I probably would not get married
☐ (4) I definitely would not get married

60. How likely would you say it is that you will go on to graduate or professional school? (CHECK ONE) (4:75)

☐ (1) Completely certain I will
☐ (2) Pretty certain I will
☐ (3) Some possibility I will not
☐ (4) Pretty strong possibility I will not
☐ (5) Almost certain I will not
☐ (6) Completely certain I will not

61. What is your major? ____________________

(IF NO MAJOR) What field are you most likely to major in? ____________________

____

62. To what extent was each of the following important in your choice of an academic major? (PLEASE CHECK ONE ALTERNATIVE FOR EACH ITEM LISTED BELOW)

	(1) Of Crucial Importance	(2) Very Important	(3) Fairly Important	(4) Not Too Important	(5) Not at All Important
Father (5:09)	☐	☐	☐	☐	☐
Mother (5:10)	☐	☐	☐	☐	☐
Brother, sister, other relative (5:11)	☐	☐	☐	☐	☐
High school teacher or counselor (5:12)	☐	☐	☐	☐	☐
My official faculty advisor at Michigan (5:13)	☐	☐	☐	☐	☐
Other Michigan faculty (5:14)	☐	☐	☐	☐	☐
Administrative staff at Michigan (residence counselor, staff in Office of Student Affairs, etc.) (5:15)	☐	☐	☐	☐	☐
Friend(s) at Michigan (5:16)	☐	☐	☐	☐	☐
A particular course I took at Michigan (PLEASE SPECIFY DEPARTMENT, NUMBER, AND NAME OF TEACHER) ____________________ (5:17)	☐	☐	☐	☐	☐

(CONTINUED ON NEXT PAGE)

62. (continued)

	(1) Of Crucial Importance	(2) Very Important	(3) Fairly Important	(4) Not Too Important	(5) Not at All Important
This major was necessary for the occupation I expect to enter (5:18)	☐	☐	☐	☐	☐
This major left me time for my other college activities (5:19)	☐	☐	☐	☐	☐
I did very well in the courses in this field (5:20)	☐	☐	☐	☐	☐
The courses in this field are easier than those in others (5:21)	☐	☐	☐	☐	☐
The courses in this field are harder than those in others (5:22)	☐	☐	☐	☐	☐
The courses in this field were fascinating to me (5:23)	☐	☐	☐	☐	☐
I wasn't really sure of this major, but I had to choose something (5:24)	☐	☐	☐	☐	☐
I found that this field really fit my particular skills and talents (5:25)	☐	☐	☐	☐	☐

If any friend at Michigan was important, please give his or her name. (IF MORE THAN ONE MICHIGAN FRIEND WAS IMPORTANT, GIVE THE NAME OF THE ONE WHO WAS MOST IMPORTANT.)

____

If any faculty or administrative member at Michigan was important, please give his or her name and position, e.g., faculty advisor, residence counselor, teacher in a course I took. (IF MORE THAN ONE WAS IMPORTANT, GIVE THE NAME OF THE ONE WHO WAS MOST IMPORTANT)

____

63. What is your general impression of the intellectual ability of most of the students in your major department? (CHECK ONE) (5:26)

☐ (1) Most of them are below the average at Michigan

☐ (2) Most of them are near the average at Michigan

☐ (3) Most of them are above the average at Michigan

☐ (4) The students in my field are among the brightest on this campus

64. How many hours do you study in an average week? (DO NOT INCLUDE CLASS OR LABORATORY HOURS.) (CHECK ONE) (5:27-28)

☐ (01) Less than 5 hours
☐ (02) 6 to 10 hours
☐ (03) 11 to 15 hours
☐ (04) 16 to 20 hours
☐ (05) 21 to 25 hours
☐ (06) 26 to 30 hours
☐ (07) 31 to 35 hours
☐ (08) 36 to 40 hours
☐ (09) 41 to 45 hours
☐ (10) Over 45 hours

65. How many hours do you think the average University of Michigan undergraduate studies in an average week? (CHECK ONE) (5:29-30)

☐ (01) Less than 5 hours
☐ (02) 6 to 10 hours
☐ (03) 11 to 15 hours
☐ (04) 16 to 20 hours
☐ (05) 21 to 25 hours
☐ (06) 26 to 30 hours
☐ (07) 31 to 35 hours
☐ (08) 36 to 40 hours
☐ (09) 41 to 45 hours
☐ (10) Over 45 hours

66. Have you actually decided what occupation or type of work you want to enter after you have graduated or completed any further training? (CHECK ONE) (5:31)

☐ (1) Yes, and very sure of my decision
☐ (2) Yes, and fairly sure
☐ (3) Yes, but not at all sure
☐ (4) No, undecided among 2 or 3 choices
☐ (5) No, don't really know what I want to do

67. Please answer this question even if you haven't definitely decided what occupation you expect to enter. If you haven't made the decision as yet, answer in terms of the type of work you may have thought of doing.

Describe, as specifically as you can, the occupation or type of work you think you will enter. For instance, if possible, don't just say "Go into TV"; instead, please specify whether it is TV production, acting, directing, etc. Rather than say "Business," please specify whether it is a family business, owning your own business, business management, size of company, whether you are considering some specialized aspect of business such as "public relations," auditing or accounting, etc.

____

____

____

____

In a few words, please tell us the kind of work you expect to be doing in your chosen occupation.

____

____

____

68. How do your parents (or guardians) feel about the occupation you have chosen or are presently considering? (CHECK ONE) (5:32)

☐ (1) They strongly approve
☐ (2) They mildly approve
☐ (3) They are indifferent
☐ (4) They disapprove of my choice somewhat
☐ (5) They strongly disapprove
☐ (6) They are not aware of my present thinking on this matter

69. We are also particularly interested in how your years here at the University may have been important in helping you shape your educational and occupational plans--not just in deciding what occupation you want, but the particular aspect of the occupation you might be interested in.

As you think of your University years, can you recall any particular people--faculty, student friends, people in the administration--who have been important in helping you think through your educational and occupational plans? (CHECK ONE) (5:33)

☐ (1) Yes

☐ (2) No

(IF YES) Who was that and in what way was he important? ____________________

____

____

____

____

Now, some general questions about your reactions to Michigan.

70. In the life you have led at the University, what experiences have been most important and meaningful to you? Check how important each of the following experiences has been to you in your life at Michigan. (CHECK ONE ALTERNATIVE FOR EACH ITEM LISTED.)

	(1) Of Crucial Importance	(2) Very Important	(3) Fairly Important	(4) Not Too Important	(5) Not at all Important
Knowing students from very different backgrounds (5:34)	☐	☐	☐	☐	☐
Classroom work - lectures, reading, classroom discussions (5:35)	☐	☐	☐	☐	☐
Individual study, research, writing, art work (5:36)	☐	☐	☐	☐	☐
Extra-curricular life--the campus groups and activities I've become involved in (5:37)	☐	☐	☐	☐	☐
Parties and social life, dating (5:38)	☐	☐	☐	☐	☐
Getting to know faculty, seeing and talking with them outside of class (5:39)	☐	☐	☐	☐	☐
Discussing ideas, intellectual exchange with friends, other students (5:40)	☐	☐	☐	☐	☐
The friendships I've formed (5:41)	☐	☐	☐	☐	☐
Experiences with music, drama, art (5:42)	☐	☐	☐	☐	☐
"School spirit" activities--e.g., Michigras, Homecoming (5:43)	☐	☐	☐	☐	☐
Getting involved in issues of national or world affairs (5:44)	☐	☐	☐	☐	☐
Being on my own--the sheer experience of being independent (5:45)	☐	☐	☐	☐	☐
Intramural or varsity sports (as either a spectator or participant) (5:46)	☐	☐	☐	☐	☐
Student government; campus elections for student government; involvement in campus issues (5:47)	☐	☐	☐	☐	☐
Self-discovery, self-insight--discovery and development of new interests and talents (5:48)	☐	☐	☐	☐	☐

71. In the list below are some experiences or situations which college students often describe as crises or problems during the college years. You may have encountered some of these situations or problems during your life at Michigan. For each situation, please consider how much of a crisis or problem it has been for you. (CHECK ONE ALTERNATIVE FOR EACH STATEMENT)

	(1) A crisis that bothered me a great deal	(2) A problem that bothered me	(3) I had this experience, but it didn't bother me much	(4) I haven't had this experience
a. A difficulty learning regular study habits (5:49)	☐	☐	☐	☐
b. A feeling of being "lost" at Michigan because it seemed so big and impersonal (5:50)	☐	☐	☐	☐
c. A questioning of my academic abilities - not doing as well as I had expected (5:51)	☐	☐	☐	☐
d. A fear of academic failure - where I went (or was on the verge of going) on academic probation (5:52)	☐	☐	☐	☐
e. A difficulty in "finding" myself in the sense of personal meaning and identity - where I was headed, what I was seeking in life (5:53)	☐	☐	☐	☐
f. A difficulty in arriving at a vocational decision - deciding what occupation I wanted to go into (5:54)	☐	☐	☐	☐
g. A psychological problem, an emotional upset (5:55)	☐	☐	☐	☐
h. A disappointment in a relationship with the opposite sex - a hurt, rejection, loss (5:56)	☐	☐	☐	☐
i. A problem in my relationship with my parents (5:57)	☐	☐	☐	☐
j. Some family crisis like death, divorce in the family (5:58)	☐	☐	☐	☐
k. A financial problem - difficulty in managing financially (5:59)	☐	☐	☐	☐

(CONTINUED ON NEXT PAGE)

71. (continued)

	(1) A crisis that bothered me a great deal	(2) A problem that bothered me	(3) I had this experience, but it didn't bother me much	(4) I haven't had this experience
l. Some trouble with the police, disciplinary agents of the University (5:60)	☐	☐	☐	☐
m. A disappointment in having too little real contact with the faculty (5:61)	☐	☐	☐	☐
n. An inability to find individuals or groups who were really congenial and with whom I felt happy (5:62)	☐	☐	☐	☐
o. A disillusionment about friendship or a friend (5:63)	☐	☐	☐	☐
p. A disappointment in rushing, not receiving a bid to the house I wanted to pledge (5:64)	☐	☐	☐	☐
q. A feeling of isolation or loneliness (5:65)	☐	☐	☐	☐
r. The shock of meeting people who seemed to know so much more than I, who were more cosmopolitan or had been around so much more than I (5:66)	☐	☐	☐	☐
s. A questioning of my religious faith or beliefs (5:67)	☐	☐	☐	☐
t. A questioning of my personal standards from meeting people with very different standards - of ways to act, sexual standards, moral behavior (5:68)	☐	☐	☐	☐
u. A concern over the purpose of my classes and studying; whether it had any relevance to my life. (5:69)	☐	☐	☐	☐

PLEASE
READ
CAREFULLY

71a. Now, please go back and look at those that you checked in one of the first two columns "A crisis that bothered me a great deal" or "A problem that bothered me." Please circle the letter in front of those statements that still bother you at the present time - that are still problems for you.

72. We'd like to know something about your reactions to the courses you've taken at Michigan - not only the classroom experience but the books you've read and the other work you've done in connection with the courses. Thinking of all the courses you have had at Michigan, how often would you say you have had each of the following reactions?

CHECK ONE ALTERNATIVE FOR EACH OF THE PHRASES LISTED BELOW.

	(1) Very Often	(2) Fairly Often	(3) Once in a While	(4) Rarely or Never
I found the courses interesting (6:09)	☐	☐	☐	☐
I found the courses not only interesting but very exciting and stimulating (6:10)	☐	☐	☐	☐
I found the courses dull (6:11)	☐	☐	☐	☐
I had long discussions with friends about ideas that the courses stimulated (6:12)	☐	☐	☐	☐
I was stimulated to do reading or other work beyond the course requirements (6:13)	☐	☐	☐	☐
I found the courses rough going academically (6:14)	☐	☐	☐	☐
I found the courses challenging me to produce to the limits of my intellectual and creative capacities (6:15)	☐	☐	☐	☐
I felt a real let-down since my expectations of an academic challenge were not fulfilled. (6:16)	☐	☐	☐	☐

73. Following is a list of five subject matter areas. Rank them from 1 to 5 so that 1 corresponds to the area in which you are most interested and 5 corresponds to the area in which you are least interested.

____ Natural sciences (e.g., physics, chemistry, biology) (6:17)
____ Humanities (e.g., fine arts, history, English) (6:18)
____ Social sciences (e.g., economics, government, anthropology, sociology) (6:19)
____ Mathematics (6:20)
____ Foreign languages (6:21)

74. Very often a particular college has a general "atmosphere," and one can think of a number of adjectives or phrases that one could use in describing or characterizing the University.

Below are a number of pairs of phrases or adjectives labelled "A" and "B" which might be used to describe the Michigan atmosphere. For each pair, check the alternative that indicates how much you feel either phrase characterizes the Michigan atmosphere.

PLEASE CHECK ONE ALTERNATIVE FOR EACH PAIR.

	A is very characteristic of the Michigan atmosphere (1)	A is fairly characteristic of the Michigan atmosphere (2)	Neither A nor B is characteristic of the Michigan atmosphere (3)	B is fairly characteristic of the Michigan atmosphere (4)	B is very characteristic of the Michigan atmosphere (5)	
1. A. Politically conservative B. Politically liberal	☐	☐	☐	☐	☐	(6:22)
2. A. Unconventional & hippie B. Conventional & square	☐	☐	☐	☐	☐	(6:23)
3. A. Greatly concerned about social issues and problems B. Not concerned about social issues and problems	☐	☐	☐	☐	☐	(6:24)
4. A. Genuine academic concerns and interests B. Superficial academic concerns and interests	☐	☐	☐	☐	☐	(6:25)
5. A. Genuine acceptance of Negro students B. Superficial acceptance of Negro students	☐	☐	☐	☐	☐	(6:26)
6. A. Absorbed in social life and dating B. Not absorbed in social life and dating	☐	☐	☐	☐	☐	(6:27)
7. A. Liberal conception of sexual standards and morality B. Conservative and traditional conception of sexual standards and morality	☐	☐	☐	☐	☐	(6:28)

(CONTINUED ON NEXT PAGE)

74. (continued)

	A is very characteristic of the Michigan atmosphere (1)	A is fairly characteristic of the Michigan atmosphere (2)	Neither A nor B is characteristic of the Michigan atmosphere (3)	B is fairly characteristic of the Michigan atmosphere (4)	B is very characteristic of the Michigan atmosphere (5)	
8. A. Genuine interest in culture and intellectual ideas B. Superficial interest in culture and intellectual ideas	☐	☐	☐	☐	☐	(6:29)
9. A. Encourage early vocational specialization B. Encourage students to "try out" and think through a variety of fields	☐	☐	☐	☐	☐	(6:30)

Anything else you feel is particularly characteristic of Michigan? ____________

____

____

75. Another thing we're interested in is the more specific influences the college experience may have had for you. As far as you can judge, to what extent has the college influenced you in each of the following? (CIRCLE THE APPROPRIATE NUMBER.)

a. Clarity of occupational plans: (6:31)

5	4	3	2	1
much more clear	somewhat clearer	no change	somewhat less clear	much less clear than when I entered college

b. Study habits: (6:32)

5	4	3	2	1
much better	somewhat better	no change	somewhat worse	much worse than when I entered college

c. Interest in art and music: (6:33)

5	4	3	2	1
marked increase	some increase	no change	somewhat less	much less than when I entered college

(CONTINUED ON NEXT PAGE)

75. (continued)

d. Ambition: (6:34)

5	4	3	2	1
marked increase	some increase	no change	somewhat less	much less than when I entered college

e. Excitement and enthusiasm about learning: (6:35)

5	4	3	2	1
much more	somewhat more	no change	somewhat less	much less than when I entered college

f. Concern about social issues and problems: (6:36)

5	4	3	2	1
much greater	somewhat greater	no change	somewhat less	much less than when I entered college

g. Self-confidence: (6:37)

5	4	3	2	1
marked increase	some increase	no change	somewhat less	much less than when I entered college

h. Clarity about the general direction I want to take in life, life goals: (6:38)

5	4	3	2	1
much clearer	somewhat clearer	no change	somewhat less	much less clear than when I entered college

i. Attitude toward traditional religious beliefs: (6:39)

5	4	3	2	1
much greater acceptance	somewhat greater acceptance	no change	somewhat less acceptance	much less acceptance of traditional religious beliefs

j. Attitude toward sexual standards and values: (6:40)

5	4	3	2	1
much more traditional and conservative	somewhat more traditional and conservative	no change	somewhat more liberal and nontraditional	much more liberal and nontraditional

(CONTINUED ON NEXT PACE)

75. (continued)

We're also interested in the ways your ideas about race and race relations have changed at Michigan.

k. Feelings about other races: (6:41)

5	4	3	2	1
much friendlier feelings toward people of other races	somewhat friendlier feelings	no change	somewhat more antagonistic feelings	much more antagonistic feelings toward people of other races

l. Attitudes about separatism and integration: (6:42)

5	4	3	2	1
much more belief in integration	somewhat more belief in integration	no change	somewhat more belief in black separatism	much more belief in black separatism

76. Students vary in their attitudes toward given classroom procedures. On the next page is a set of scales describing different classroom procedures. If you feel that one or the other end of the scale is something you prefer very much in a class, you should place your X as follows:

Essay tests __X__:_____:_____:_____:_____:_____:_____ True-false or multiple-choice tests

or

Essay tests _____:_____:_____:_____:_____:_____:__X__ True-false or multiple-choice tests

If you somewhat prefer one end, X as follows:

Essay tests _____:__X__:_____:_____:_____:_____:_____ True-false or multiple-choice tests

or

Essay tests _____:_____:_____:_____:_____:__X__:_____ True-false or multiple-choice tests

If you slightly prefer one end, X as follows:

Essay tests _____:_____:__X__:_____:_____:_____:_____ True-false or multiple-choice tests

or

Essay tests _____:_____:_____:_____:__X__:_____:_____ True-false or multiple-choice tests

If both ends of a particular scale are not at all relevant to what you prefer in a class, or if both ends of the scale seem equally relevant, place your X in the middle:

(PLEASE USE THIS CATEGORY ONLY WHEN YOU FIND IT COMPLETELY IMPOSSIBLE TO X EITHER SIDE OF THE SCALE)

(CONTINUED ON NEXT PAGE)

76. (continued)

MY CLASSROOM PREFERENCES

Please be sure to check _each_ scale with an X

Essay tests	_____:_____:_____:_____:_____:_____:_____	True-false or multiple-choice tests (6:43)
Required attendance for class	_____:_____:_____:_____:_____:_____:_____	Attendance not required (6:44)
Doing a project with several others in the class	_____:_____:_____:_____:_____:_____:_____	Doing a project by oneself (6:45)
Professors leave it up to the students to keep up with the work	_____:_____:_____:_____:_____:_____:_____	Professors regularly check up on the students to make sure that assignments are being carried out properly and on time (6:46)
A class that presents a clear point of view	_____:_____:_____:_____:_____:_____:_____	A class that presents different approaches and leaves it up to the student to develop his own point of view (6:47)
A class that stresses the student's independence even though assignments may be vague and the student unsure about what's expected of him	_____:_____:_____:_____:_____:_____:_____	A class that stresses clear requirements even though it may restrict the student's independence (6:48)
Lecture classes	_____:_____:_____:_____:_____:_____:_____	Discussion classes (6:49)
	(1) (2) (3) (4) (5) (6) (7)	

77. Several other campuses have experimented with a unique living arrangement in which an equal number of whites and blacks lived together. If such an arrangement were established on the campus, would you be interested in living there? (CHECK ONE) (6:50)

☐ (1) I would be very much interested

☐ (2) I would generally be interested, but I have some doubts

☐ (3) I don't have any feelings about this one way or another

☐ (4) I don't think I would be interested in this

☐ (5) I am definitely not interested in this

78. In response to some of the black students' demands, several campuses have dorms where all black students live together. We'd like to know what you think of this idea. (CHECK ONE) (6:51)

☐ (1) I think it's a very good idea

☐ (2) I think it's a fairly good idea, but I have some doubts

☐ (3) I don't have any feelings about this one way or another

☐ (4) I don't think it's a good idea

☐ (5) I definitely do not think it's a good idea; it's a bad idea

FOR BLACK STUDENTS (WHITE STUDENTS, PLEASE GO TO Q. 80)

79. If such an arrangement were established, would you be interested in living there? (CHECK ONE) (6:52)

☐ (1) Yes, I'd be interested in living in an all-black dorm

☐ (2) No, I wouldn't be interested in living in an all-black dorm

FOR ALL STUDENTS

STUDENT-FACULTY RELATIONSHIPS

80. Some students want more from a teacher than competence or even brilliance in teaching. They want a broader and more personal relationship with someone they can see and talk to frequently outside of class, someone they can get to know well enough to talk with about matters not related to school or course work. Is this something you want in a relationship with a teacher? (CHECK ONE) (6:53)

☐ (1) I want this very much

☐ (2) It would be nice, but it's not crucial to me

☐ (3) I don't really care about it one way or the other

☐ (4) I don't think I'd like it

☐ (5) I'm sure I don't want it--I prefer a certain amount of distance between faculty and student

81. On the whole, how satisfied are you with the opportunity you have had to get together and talk with faculty outside of class? (CHECK ONE) (6:54)

☐ (1) Very satisfied

☐ (2) Fairly satisfied

☐ (3) Fairly dissatisfied

☐ (4) Very dissatisfied

82. Do you wish you had more of an opportunity to really get to know at least one or more faculty members? (CHECK ONE) (6:55)

☐ (1) Yes, I really wish I had more of an opportunity

☐ (2) No, I really don't care about getting to know faculty members any better

83. We'd like to ask you a few questions about your feelings about student-faculty interaction. Students vary in their feelings toward faculty and the extent to which faculty are approachable. Thinking of your experience thus far at Michigan, how often would you say you have had each of the following experiences?

CHECK ONE ALTERNATIVE FOR EACH OF THE PHRASES LISTED BELOW

	Very often (1)	Fairly often (2)	Once in a while (3)	Rarely or never (4)
a. Asked a question in class (6:56)	☐	☐	☐	☐
b. Asked a question of the professor before or after a class (6:57)	☐	☐	☐	☐
c. Followed my professor in the hall after a class to ask a question (6:58)	☐	☐	☐	☐
d. Dropped in at his office without an appointment (6:59)	☐	☐	☐	☐
e. Made an appointment to see him (6:60)	☐	☐	☐	☐
f. Stopped him walking on the campus (6:61)	☐	☐	☐	☐
g. Talked with my professor in the library (6:62)	☐	☐	☐	☐
h. Visited a professor in his home (6:63)	☐	☐	☐	☐

84. In your interactions with faculty outside of class, how often have you done the following?

(CHECK ONE FOR EACH ITEM)	Frequently (1)	Occasionally (2)	Once or twice (3)	Never (4)
Discuss a personal problem (6:64)	☐	☐	☐	☐
Ask a question about course (6:65)	☐	☐	☐	☐
Discuss an intellectual topic of mutual interest (6:66)	☐	☐	☐	☐
Just chat (6:67)	☐	☐	☐	☐
Discuss work I do for him (6:68)	☐	☐	☐	☐
Other (SPECIFY) ____________________ (6:69)	☐	☐	☐	☐

85. How often during your years at Michigan have you felt that your ideas, values, and life-styles were very different than most of the other students here at Michigan? (CHECK ONE) (6:70)

☐ (1) Frequently
☐ (2) Occasionally
☐ (3) Once or twice
☐ (4) Never

If you ever felt this, what are some of the ways in which you have felt you were different? (PLEASE BE SPECIFIC in indicating what your ideas were and in what ways they differed from those of other students.)

____

____

____

____

____

86. Could you think now of all faculty members or people in the administration here - is there any one person on the faculty or administration whom you especially respect or admire?

(IF YES) a. Who is that? (WRITE NAME AND DEPARTMENT BELOW)

b. What is it that you particularly respect about him (her)?

c. What kinds of contacts have you had with this person (e.g., teacher in a class, course advisor, someone to talk to about general problems bothering you, etc)

RACE RELATIONS

Some questions on race relations.

87. How would you describe the neighborhood in which you lived during high school? (CHECK ONE) (6:71)

☐ (1) Completely black neighborhood
☐ (2) Mostly black neighborhood
☐ (3) An equally integrated neighborhood
☐ (4) Mostly white neighborhood
☐ (5) Completely white neighborhood

88. Assuming you could live anywhere when you complete your education, in what type of neighborhood would you like to live? (CHECK ONE) (6:72)

☐ (1) Exclusively white neighborhood
☐ (2) An integrated, mostly white neighborhood
☐ (3) An equally integrated neighborhood
☐ (4) An integrated, mostly black neighborhood
☐ (5) Exclusively black neighborhood

89. To what extent was your high school integrated? (CHECK ONE) (6:73)

☐ (1) My high school wasn't integrated; it was entirely white
☐ (2) Integrated, but mostly white
☐ (3) My high school was integrated about equally
☐ (4) Integrated, but mostly black
☐ (5) My high school wasn't integrated; it was entirely black

90. Which of the following schools would you like to have your children attend? (CHECK ONE) (6:74)

☐ (1) Exclusively white
☐ (2) Integrated, but mostly white
☐ (3) Equally integrated school
☐ (4) Integrated, but mostly black
☐ (5) Exclusively black

91. Some students prefer to have a teacher of their own race. Assuming two professors are equally well trained, how important is similarity of race among student and professor to you? (CHECK ONE) (6:75)

☐ (1) I would strongly prefer a teacher of my own race
☐ (2) It would be nice, but it's not crucial to me
☐ (3) I don't really care about it one way or the other
☐ (4) I don't think I'd like it
☐ (5) I would strongly prefer a teacher of another race

92. Some students prefer to discuss personal factors--academic and/or personal problems--with a counselor of their own race. Assuming two counselors are equally well trained, how important is similarity of race among student and counselor to you? (CHECK ONE) (6:76)

☐ (1) I would strongly prefer a counselor of my own race

☐ (2) It would be nice, but it's not crucial to me

☐ (3) I don't really care about it one way or the other

☐ (4) I don't think I'd like it

☐ (5) I would strongly prefer a counselor of another race

93. What single national or local leader best expresses your views on relations between the races?

____

What views of his do you agree with? ____________________

____

____

____

____

____

94. Have you taken part in any civil rights activities in the past year or two, either here on the campus, in the community, or back home during vacation? (CHECK ONE) (6:77)

☐ (1) No

☐ (2) Yes, have been active in the past but not now

☐ (3) Yes, still active

(IF NO) Why would you say you haven't personally taken part in any civil rights activities?

____

____

____

(CONTINUED ON NEXT PAGE)

94. (continued)

(IF YES) Have you taken part in any civil rights demonstrations like picketing, sitting-in, etc. If so, what things have you done? Please indicate whether these actions were at the University or somewhere else. For example: sit-in at the administration building, picketing for the ADC mothers in Ann Arbor, voter registration drives in Detroit.

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☐☐☐☐☐

THE FOLLOWING QUESTIONS ARE FOR BLACK STUDENTS ONLY. OTHER STUDENTS MAY NOW TURN TO THE NEXT QUESTIONNAIRE.

☐☐☐☐☐

FOR BLACK STUDENTS ONLY

95. We're interested in problems or stressful situations that black students may have at Michigan. Have you experienced any of the following situations here at Michigan.

CHECK ONE ALTERNATIVE FOR EACH ITEM.	A very big problem (1)	Somewhat of a problem (2)	Not really a problem at all (3)
a. Difficulty in joining groups (7:09)	☐	☐	☐
b. Clothing more expensive than I anticipated (7:10)	☐	☐	☐
c. Hard to find a good place to live (7:11)	☐	☐	☐
d. Hard to find a good roommate (7:12)	☐	☐	☐
e. Competition for grades is more than I anticipated (7:13)	☐	☐	☐
f. Faculty seem to judge me as a second class student (7:14)	☐	☐	☐
g. White students don't make friends with me (7:15)	☐	☐	☐
h. Oversolicitude from white students (7:16)	☐	☐	☐
i. Feeling a conflict between "being forced to choose" between my black friends and white friends (7:17)	☐	☐	☐
j. Other (PLEASE SPECIFY) ________________ (7:18)	☐	☐	☐

96. Are there any occupations that you are interested in but which you feel are somewhat closed for blacks? (CHECK ONE) (7:19)

☐ (1) No

☐ (2) Yes

(IF YES) What occupations are these? ________________________________

____

____

97. Are there any occupations you are interested in but for one reason or another it takes too long to get into it? (CHECK ONE) (7:20)

☐ (1) No

☐ (2) Yes

(IF YES) What are the occupations and why does it take too long, for example, discrimination, educational training, etc.?

____

____

____

98. Do you feel there are any jobs for which there is an advantage in being black? (CHECK ONE) (7:21)

☐ (1) No

☐ (2) Yes

(IF YES) What occupations are these? ________________________________

____

____

99. Do you feel there are any occupations that would be available to qualified blacks, but you feel that blacks can't get the training necessary for the job?

____

____

____

100. Many different terms have been used to describe the events that took place in Newark, Detroit, and other places. Which of the following terms do you think best describes what happened? (CHECK ONE) (7:22)

☐ (1) Civil disorder
☐ (2) Rebellion
☐ (3) Riot
☐ (4) Civil rights activities
☐ (5) Revolt
☐ (6) Hoodlumism

101. Some people say these things in Newark and Detroit helped the blacks; others say it hurt. What do you think? (CHECK ONE) (7:23)

☐ (1) Helped a great deal
☐ (2) Helped some
☐ (3) Hurt some
☐ (4) Hurt a great deal

102. Do you think that blacks should separate from the American government and form their own government, increase control of their own communities, or try to integrate into the white community. I think that: (CHECK ONE) (7:24)

☐ (1) Blacks should separate
☐ (2) Blacks should control their community
☐ (3) Blacks should integrate

103. Some people say that the increase in black militancy has helped blacks and some say it has hurt blacks. Which do you think? (CHECK ONE) (7:25)

☐ (1) Helped a great deal
☐ (2) Helped some
☐ (3) Hurt some
☐ (4) Hurt a great deal

104. Which of the following organizations do you feel most closely represents your position on civil rights? (CHECK ONE) (7:26)

☐ (1) CORE
☐ (2) NAACP
☐ (3) SCLC
☐ (4) SNCC
☐ (5) Black Panthers
☐ (6) Black Muslims
☐ (7) Other (PLEASE SPECIFY) ________________________________

104. (continued)

In what ways does this organization represent your position? ____________

____

____

____

105. As the civil rights movement has developed over recent years, people have had an opportunity to form their own opinions about the use of violence and non-violence. At the present time there are many different opinions about this.

Which of the following statements best represents your point of view? (CHECK ONE) (7:27)

☐ (1) Non-violence is always the best approach.

☐ (2) Non-violence is best and civil rights workers shouldn't carry guns; it's perfectly alright, however, for a man to be armed in self-defense in his own home.

☐ (3) Non-violence is a good ideal and civil rights workers generally shouldn't carry guns; nevertheless, there may be situations where they should be armed to protect themselves in self-defense.

☐ (4) Non-violence is not a good ideal when it comes to the self-defense of civil rights workers; civil rights workers should always be armed, ready to protect themselves.

☐ (5) Non-violence is a foolhardy approach; violence is certainly justified for self-defense and may be justified for retaliation and threat.

106. Here is a list of names which people of our race sometimes call each other. Which of these names do you prefer to be called by? (CHECK HOW YOU FEEL ABOUT BEING CALLED EACH OF THE FOLLOWING NAMES FIRST BY OTHER PEOPLE OF OUR RACE, THEN BY WHITES.

	By people of our race			By whites		
	Prefer (1)	Don't mind (2)	Object to (3)	Prefer (1)	Don't mind (2)	Object to (3)
a. Negro (7:28,29)	☐	☐	☐	☐	☐	☐
b. Afro-American (7:30,31)	☐	☐	☐	☐	☐	☐
c. Colored (7:32,33)	☐	☐	☐	☐	☐	☐
d. Black (7:34,35)	☐	☐	☐	☐	☐	☐
e. Brother (sister) (7:36,37)	☐	☐	☐	☐	☐	☐

107. Do you approve of the Afro hair styles and cuts? (CHECK ONE) (7:38)

☐ (1) Yes

☐ (2) No

107a. Would you wear one yourself? (CHECK ONE) (7:39)

☐ (1) Yes

☐ (2) No

108. Please indicate the extent of your involvement in the following activities at Michigan. (CHECK ONE BOX FOR EACH ITEM)

	Very involved now (1)	Somewhat involved now (2)	Not actively involved but was previously (3)	No involvement (4)
a. Black Student Union (7:40)	☐	☐	☐	☐
b. Tutorial work with black students (7:41)	☐	☐	☐	☐
c. Black-consciousness course(s) (7:42)	☐	☐	☐	☐
d. Tutorial work helping young black children (7:43)	☐	☐	☐	☐
e. Other (PLEASE SPECIFY) (7:44) ______________________	☐	☐	☐	☐

PLEASE GO ON TO THE NEXT QUESTIONNAIRE.

Identification No.____________

Date____________________________

PART II

SOCIAL REACTION INVENTORY

This is a questionnaire to find out the way certain important events in our society affect different people. Each item consists of a pair of answers, letter A or B. Please select the one statement of each pair which you more strongly believe to be the case as far as you're concerned. Sometimes you may believe both statements; in such cases, select the one you more strongly believe to be the case. Sometimes you may not believe either statement; in such cases, select the one you disagree with the least.

BE SURE YOU ARE ANSWERING WHAT YOU PERSONALLY BELIEVE RATHER THAN WHAT YOU WOULD LIKE TO BE TRUE. THIS IS A MEASURE OF PERSONAL BELIEF; THERE ARE NO RIGHT OR WRONG ANSWERS.

I more strongly believe that:

(4:11) 1. A. Children get into trouble because their parents punish them too much.

B. The trouble with most children nowadays is that their parents are too easy with them.

(4:12) 2. A. Many of the unhappy things in people's lives are partly due to bad luck.

B. People's misfortunes result from the mistakes they make.

(4:13) 3. A. One of the major reasons why we have wars is because people don't take enough interest in politics.

B. There will always be wars, no matter how hard people try to prevent them.

(4:14) 4. A. In the long run people get the respect they deserve in this world.

B. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

(4:15) 5. A. The idea that teachers are unfair to students is nonsense.

B. Most students don't realize the extent to which their grades are influenced by accidental happenings.

(4:16) 6. A. Without the right breaks one cannot be an effective leader.

B. Capable people who fail to become leaders have not taken advantage of their opportunities.

(4:17) 7. A. No matter how hard you try some people just don't like you.

B. People who can't get others to like them, don't understand how to get along with others.

(4:18) 8. A. Heredity plays the major role in determining one's personality.

B. It is one's experiences in life which determine what they're like.

(4:19) 9. A. I have often found that what is going to happen will happen.

B. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

I more strongly believe that:

(4:20) 10. A. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

B. Many times exam questions tend to be so unrelated to course work that studying is really useless.

(4:21) 11. A. Becoming a success is a matter of hard work; luck has little or nothing to do with it.

B. Getting a good job depends mainly on being in the right place at the right time.

(4:22) 12. A. The average citizen can have an influence in government decisions.

B. This world is run by the few people in power, and there is not much the little guy can do about it.

(4:23) 13. A. When I make plans, I am almost certain that I can make them work.

B. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

(4:24) 14. A. There are certain people who are just no good.

B. There is some good in everybody.

(4:25) 15. A. In my case, getting what I want has little or nothing to do with luck.

B. Many times we might just as well decide what to do by flipping a coin.

(4:26) 16. A. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

B. Who gets to be boss depends on who has the skill and ability; luck has little or nothing to do with it.

(4:27) 17. A. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

B. By taking an active part in political and social affairs, the people can control world events.

(4:28) 18. A. Most people don't realize the extent to which their lives are controlled by accidental happenings.

B. There really is no such thing as "luck."

I more strongly believe that:

(4:29) 19. A. One should always be willing to admit his mistakes.

B. It is usually best to cover up one's mistakes.

(4:30) 20. A. It is hard to know whether or not a person really likes you.

B. How many friends you have depends upon how nice a person you are.

(4:31) 21. A. Without the right breaks, one cannot be an effective leader.

B. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

(4:32) 22. A. With enough effort we can wipe out political corruption.

B. It is difficult for people to have much control over the things politicians do in office.

(4:33) 23. A. Sometimes I can't understand how teachers arrive at the grades they give.

B. There is a direct connection between how hard I study and the grades I get.

(4:34) 24. A. A good leader expects people to decide for themselves what they should do.

B. A good leader makes it clear to everybody what their jobs are.

(4:35) 25. A. Many times I feel that I have little influence over the things that happen to me.

B. It is impossible for me to believe that chance or luck play an important role in my life.

(4:36) 26. A. People are lonely because they don't try to be friendly.

B. There's not much use in trying too hard to please people; if they like you, they like you.

(4:37) 27. A. There is too much emphasis on athletics in high school.

B. Team sports are an excellent way to build character.

(4:38) 28. A. What happens to me is my own doing.

B. Sometimes I feel that I don't have enough control over the direction life is taking.

I more strongly believe that:

(4:39) 29. A. Knowing the right people is important in deciding whether a person will get ahead.

B. People will get ahead in life if they have the goods and do a good job; knowing the right people has nothing to do with it.

(4:40) 30. A. Leadership positions tend to go to capable people who deserve being chosen.

B. It's hard to know why some people get leadership positions and others don't; ability doesn't seem to be the important factor.

(4:41) 31. A. People who don't do well in life often work hard, but the breaks just don't come their way.

B. Some people just don't use the breaks that come their way. If they don't do well, it's their own fault.

(4:42) 32. A. These days, it isn't worthwhile to make close friends. People come and go too much, and once you leave college you can't count on seeing them again.

B. Even if people move around a lot, you can still somehow keep in touch with people you really care about.

(4:43) 33. A. Things don't really change as much or as fast as people tend to think. If I plan carefully, I think I can handle most changes pretty well.

B. I can't plan too many details of my future becuase too many things can happen--the job market might tighten up, wars are likely to occur at any time, etc., and change the whole situation.

(4:44) 34. A. Even a college degree gives no certainty of a good job. Automation and technological change can still make your knowledge obsolete.

B. A college degree will always be a job asset. Even if specific information changes, you will still be trained to meet those changes.

(4:45) 35. A. It's lack of skill and abilities that keep many Negroes from getting a job. It's not just because they're Negro. When a Negro is trained to do something, he is able to get a job.

B. Many qualified Negroes can't get a good job. White people with the same skills wouldn't have any trouble.

(4:46) 36. A. Racial discrimination is here to stay.

B. People may be prejudiced but it's possible for American society to completely rid itself of open discrimination.

I more strongly believe that:

(4:47) 37. A. The best way to handle problems of discrimination is for each individual Negro to make sure he gets the best training possible for what he wants to do.

B. Only if Negroes pull together in civil rights groups and activities can anything really be done about discrimination.

(4:48) 38. A. The best way to overcome discrimination is through pressure and social action.

B. The best way to overcome discrimination is for each individual Negro to be even better trained and more qualified than the most qualified white person.

(4:49) 39. A. Many Negroes who don't do well in life do have good training, but the opportunities just always go to whites.

B. Negroes may not have the same opportunities as whites, but many Negroes haven't prepared themselves enough to make use of the opportunities that come their way.

(4:50) 40. A. Negroes would be better off, and the cause of civil rights advanced, if there were fewer demonstrations.

B. The only way Negroes will gain their civil rights is by constant protest and pressure.

(4:51) 41. A. The so-called "white backlash" shows once again that whites are so opposed to Negroes getting their rights that it's practically impossible to end discrimination in America.

B. The so-called "white backlash" has been exaggerated. Certainly enough whites support the goals of the Negro cause for Americans to see considerable progress in wiping out discrimination.

(4:52) 42. A. If a Negro only tries hard enough, he can get ahead despite opposition from whites.

B. It's true that an individual Negro can get ahead by hard work, but every Negro will sometime face discrimination or opposition that can't be solved by individual effort alone.

(4:53) 43. A. Depending on bi-racial committees is just a dodge. Talking and understanding without constant protest and pressure will never solve problems of discrimination.

B. Talking and understanding as opposed to protest and pressure is the best way to solve racial discrimination.

I more strongly believe that:

(4:54) 44. A. Many Negroes have only themselves to blame for not doing better in life. If they tried harder, they'd do better.

B. When two qualified people, one Negro and one white, are considered for the same job, the Negro won't get the job no matter how hard he tries.

(4:55) 45. A. The racial situation in America may be very complex, but with enough money and effort, it is possible to get rid of racial discrimination.

B. We'll never completely get rid of discrimination. It's part of human nature.

(4:56) 46. A. Organized action is one approach to handling discrimination, but there are probably very few situations that couldn't be handled better by Negro leaders talking with white leaders.

B. Most discriminatory situations simply can't be handled without organized pressure and group action.

(4:57) 47. A. The attempt to "fit-in" and do what's proper hasn't paid off for Negroes. It doesn't matter how "proper" you are, you'll still meet serious discrimination if you're Negro.

B. The problem for many Negroes is that they aren't really acceptable by American standards. Any Negro who is educated and does what is considered proper will be accepted and get ahead.

(4:58) 48. A. Discrimination affects all Negroes. The only way to handle it is for Negroes to organize together and demand rights for all Negroes.

B. Discrimination may affect all Negroes but the best way to handle it is for each individual Negro to act like any other American--to work hard, get a good education, and mind his own business.

(4:59) 49. A. The average Negro can have an influence in political decisions.

B. This world is run by white people and there is not much Negroes can do about it.

(4:60) 50. A. Today when Negroes make plans, they are almost certain they can make them work.

B. It is not always wise for Negroes to plan too far ahead because they're bound to meet some discrimination or racial barriers over which they have little control.

I more strongly believe that:

(4:61) 51. A. Teachers in predominantly white schools tend to give Negroes lower grades than they give white students.

B. Race rarely enters into a teacher's decisions about grades. It is how good a student is that counts.

(4:62) 52. A. A Negro has a much better chance of getting ahead today than ten years ago because of social change.

B. A Negro today has the same opportunity he always had; his opportunity has always depended on ability and hard work.

(4:63) 53. A. Getting into predominantly white colleges depends solely on individual merit.

B. Negro students find it easier to get into white colleges today than ten years ago because white colleges are actively recruiting Negroes.

(4:64) 54. A. Major corporations and big financial institutions are out looking for Negro executives these days.

B. Getting to be an executive in a major corporation depends on ability and training alone; race has little or nothing to do with it.

(4:65) 55. A. Getting promoted on the job depends only on ability, creativity, and hard work.

B. It is easier for Negroes to get promoted on jobs where there have been no Negroes up to now in managerial positions.

(4:66) 56. A. Being a Negro increases one's chances of getting into many graduate and professional schools today.

B. Ability and past performance are the only criteria of who gets admitted to graduate and professional school.

QUESTIONS 57 AND 58 ARE FOR BLACK STUDENTS ONLY.

(4:67) 57. A. If I am not successful in achieving my goals in life, it will be because I didn't work hard enough or use enough initiative.

B. I expect the fact that I am Negro will interfere in achieving my life goals.

(4:68) 58. A. I feel my chances for getting ahead are best in a predominantly white occupational setting.

B. I feel my chances for getting ahead are best in a predominantly Negro occupational setting.

PART II

ATTITUDES TOWARD TESTING SITUATIONS

Many people have been interested in how students feel about tests and taking tests. This questionnaire is designed to let you tell us how you feel about them.

The value of this questionnaire depends on how frank you are in stating your opinions, feelings, and attitudes. Remember, no one but the research staff will ever see your questionnaire.

For each question there is a line divided into five parts. On the ends of the line are statements of opposing feelings. In the middle is the word "midpoint," representing a feeling in-between those at the two ends.

Read each question carefully and mark an X on the part of the line which represents how you feel about that question. For instance, the first question asks to what extent you are aware of an "uneasy" feeling before taking a course examination.

If you feel you are "not aware of it at all," X the extreme left part of the line.

If you feel you are "very much aware of it," X the extreme right part of the line.

If you feel half-way between, X the part of the line which says "midpoint."

If you feel you are "not much aware of it," X the part of the line between am not aware of it and midpoint.

If you feel you are "somewhat aware of it," X the part of the line between am very much aware of it and midpoint.

By course examinations, we mean the tests you have taken in high school and college which are announced by the teacher before the test day. These are tests covering material you have had in class; tests for which you can prepare.

1. Before taking a course examination, to what extent are you aware of an "uneasy" feeling? (5:11)

1	2	3	4	5
Am not aware of it at all		Midpoint		Am very much aware of it

2. When you are taking a course examination, to what extent do you feel your emotional reactions interfere with or lower your performance? (5:12)

1	2	3	4	5
Do not interfere at all		Midpoint		Interfere a great deal

3. If you know that you are going to take a course examination, how do you feel beforehand? (5:13)

1	2	3	4	5
Feel very unconfident		Midpoint		Feel very confident

4. After you have taken a course examination, how confident do you feel that you have done your best? (5:14)

1	2	3	4	5
Feel very unconfident		Midpoint		Feel very confident

5. While taking a course examination, do you feel your heart beats faster? (5:15)

1	2	3	4	5
Heart does not beat faster		Midpoint		Heart beats faster

6. Before taking a course examination, do you feel your heart beats faster? (5:16)

1	2	3	4	5
Heart beats faster		Midpoint		Heart does not beat faster

7. While taking a course examination, to what extent do you worry? (5:17)

1	2	3	4	5
Worry not at all		Midpoint		Worry a lot

8. Before taking a course examination, to what extent do you worry? (5:18)

1	2	3	4	5
Worry not at all		Midpoint		Worry a lot

9. While taking a course examination, to what extent do you perspire? (5:19)

1	2	3	4	5
Perspire a lot		Midpoint		Perspire not at all

10. Before taking a course examination, to what extent do you perspire? (5:20)

1	2	3	4	5
Perspire a lot		Midpoint		Perspire not at all

11. When, in your opinion, you feel well prepared for a course examination, how do you usually feel just before the examination? (5:21)

1	2	3	4	5
Feel very confident		Midpoint		Feel very unconfident

PART III

OTHER ACADEMIC ATTITUDES

1. How do you expect your academic performance this coming year will compare with others in your class? (CHECK ONE) (5:22)

   ☐ (1) I'll do better than 90% of the class
   ☐ (2) I'll do better than 75% of the class
   ☐ (3) I'll do better than 50% of the class
   ☐ (4) I'll do better than 25% of the class
   ☐ (5) I'll do better than 10% of the class

2. People have different skills and strengths in different areas. How do you feel about your skills in the following kinds of courses? Think about your skills as compared to others in your class. (CHECK ONE ALTERNATIVE FOR EACH KIND OF COURSE)

	Top 5% (1)	Top 10% (2)	Upper Quarter (3)	Upper Half (4)	Bottom Half (5)	Bottom Quarter (6)
a. Courses requiring mathematical skills (5:23)	☐	☐	☐	☐	☐	☐
b. Courses requiring scientific skills (5:24)	☐	☐	☐	☐	☐	☐
c. Courses requiring reading or English skills (5:25)	☐	☐	☐	☐	☐	☐
d. Courses requiring speaking or oral skills (5:26)	☐	☐	☐	☐	☐	☐
e. Courses requiring mechanical or manual skills (5:27)	☐	☐	☐	☐	☐	☐

3. In Question 67 of the first questionnaire (Page 28) you indicated the occupation or kind of work you think you will enter after you graduate. How would you evaluate your own ability or skill for doing this kind of work? (CHECK ONE) (5:28)

   ☐ (1) I'm absolutely sure about my ability, I don't have any doubts at all
   ☐ (2) I'm very sure I have the ability to do this kind of work
   ☐ (3) I'm fairly sure I have the ability
   ☐ (4) I have some doubt about my ability, but it's probably adequate to do this kind of work

INTERVIEW

Overall Satisfactions, Dissatisfactions

First, we'd like to ask some questions about your overall reactions to your year(s) at Michigan.

1. As you think about the past few years, how satisfied have you been with the year(s) you have spent at Michigan?

2. What things about your life at Michigan have you found most satisfying?

3. What (other) things do you feel you have gotten from your experience at Michigan?

4. As you look back over your college career at Michigan, have you found it disappointing in any way - are there any things you hoped to find or accomplish in college that haven't turned out quite the way you had hoped?

   (IF YES) 4a. What are some of the things you feel disappointed about?

   4b. Anything else about the University and the life here that you haven't been completely satisfied with? (IF YES) What is that?

   (IF NO) 4c. Is there anything at all about the University of Michigan and the life here that you haven't been completely satisfied with? (IF YES) What is that? Anything else?

5. As you think over your life here at Michigan, how satisfied are you that you came to the University of Michigan rather than to some other school? Are you very satisfied with your choice of Michigan; fairly satisfied; fairly dissatisfied; or what?

6. Are there any ways you feel you might have been more satisfied at some other school?

   (IF YES) 6a. How do you think things might have been better somewhere else?

   6b. What kind of school do you think you might have been more satisfied at - how would it be different from the University of Michigan? (IF NOT MENTIONED, PROBE FOR PREDOMINANTLY BLACK COLLEGE)

7. Do you have any (other) feelings of dissatisfaction with yourself - any feelings that you didn't use the full opportunities here at Michigan, that you might have done things differently - anything like that? (IF YES) What are you dissatisfied about?

8. (IF R HAS ALREADY COMMENTED ON MICHIGAN AS AN EDUCATIONAL INSTITUTION) You've talked a little about Michigan as an educational institution - your teachers and your classes. All in all, how satisfied would you say you've been with your classes and your teachers?

(IF R HAS NOT COMMENTED ON MICHIGAN AS AN EDUCATIONAL INSTITUTION) How about Michigan as an educational institution - your teachers and your classes. All in all, how satisfied would you say you've been with your classes and your teachers?

(IF ANY NEGATIVE) 8a. What are you dissatisfied about - what are some of your main criticisms of teachers and classes you've had at Michigan?

8b. What did you find particularly satisfying about your classes and teachers?

(IF ONLY POSITIVE) 8c. What did you find particularly satisfying about your classes and teachers?

8d. Do you have any criticism at all of teachers or classes you've had at Michigan? (IF YES) What are they?

9. (IF ANY CRITICISMS OF TEACHERS OR CLASSES) These criticisms you've mentioned - would you say they've been true of most of the classes and teachers you've had here, about half of them, somewhat less than half, or just one or two?

9a. Would you say these criticisms are more true of the classes you had as a freshman or sophomore, more true of classes you've had recently, or about equally true throughout your career at Michigan?

10. What would you say was your roughest period during your years here at Michigan? (PROBE FOR WHEN PERIOD WAS, E.G., SECOND SEMESTER OF SOPHOMORE YEAR, AND IN WHAT WAY IT WAS ROUGH)

11. Have you had any other pretty rough periods during your years here? (IF YES) When were they and what were they about?

12. How difficult did (do) you find your freshman year academically compared to your expectations at the beginning of the year?

12a. To what do you attribute this?

13. For many people college is a very big and new experience - an eye-opener, a move into a new world, a discovery of new ways of thinking, feeling, looking at the world. For others, college is not so big or new an experience - it's pretty much like the life they have known all along. How "big" and "new" an experience has college been for you? (PROBE FOR HOW COLLEGE HAS BEEN A NEW EXPERIENCE)

14. Have you had the experience in college of discovering you could do something you weren't sure you could do, something that came somewhat as a surprise to you and pleased you a great deal?

(IF YES) 14a. Could you describe what this was?

15. When you first came to Michigan, were there any important ways in which you felt you were different in values, ideas, or ways of life, etc, from other students here? Could you describe these?

15a. In what ways are you different now?

16. Are there any particular classes or experiences you have had which have been particularly meaningful to you?

(IF YES) 16a. Which ones?

16b. In what way?

17. People have different ideas about what they hope to achieve in college. We would like to know what you feel are the important things to get out of college?

17a. What is the single most important goal you want to attain while you are in college?

17b. What is the second most important goal you want to attain while you are in college?

17c. To what extent you feel you have attained, or begun to attain, these goals?

18. In answering a question about the occupation you think you would like to enter, you indicated you would like to enter _________. Why did you choose this occupation?

19. As students think of graduation and leaving the University, they think of places they would like to work and live. Some want to try new places, others want to return to the area where they grew up. For many, this represents a dilemma, they don't know what they want to do. Have you thought about this? What do you think you will do? (IF BLACK: PROBE FOR WHAT KIND OF THINGS R WANTS TO DO WITH BLACKS)

20. In the questionnaire you named two people whom you particularly admire, A______________ and B______________.

20a. Could you tell me something about person A. How long have you known him (her)?

20b. What is it about him (her) as a person or his (her) qualities that has been important to you (or what would you say you admire about him (her)? (PROBE FOR THE AREAS OF IMPORTANCE IN THE RELATIONSHIP, I.E., INTEREST IN IDEAS; INTEREST IN DISCUSSION OF WHAT ONE IS, WANTS TO BE, ETC)

20. (Cont)

20c. Could you tell me something about person B. How long have you known him (her)?

20d. What is it about him (her) as a person or his (her) qualities that has been important to you (or what would you say you admire about him (her)?

21. (IF THE TWO MODELS ARE NOT AMONG THE THREE BEST FRIENDS AT MICHIGAN) In what ways are these two people different from your three best friends?

22. (IF NOT MENTIONED) Think of the friends you have now and the friends you have or used to have in high school. Are they different in any way?

22a. How are they different?

22b. How about interests in books, ideas - are these friends different in these interests?

22c. What are most of your high school friends doing now?

22d. How often do you see them?

23. Where do you live?

23a. Have you experienced any problem in your living arrangements?

24. As a black student, how do you feel about the social life here at Michigan? Have you experienced any problems in the area of social life?

25. What do you find particularly pleasing or displeasing about the social life here at Michigan?

Some questions about your high school experience.

26. Try to remember when you first began to think about going to college. What year in high school was this?

27. Did you always assume you would go to college or did you have some reservations about whether you would or could go?

(IF UNCERTAIN) 27a. Why were you uncertain? (PROBE FOR WHETHER WAS UNCERTAIN ABOUT ABILITY OR FINANCIAL REASONS)

28. Was anyone instrumental in encouraging you to attend college? (PROBE FOR FAMILY (MOTHER OR FATHER), A TEACHER, GUIDANCE COUNSELOR, FRIENDS)

28a. In what ways were these people helpful to you?

29. Did you visit any colleges to see what they were like?

(IF YES) 29a. Did you visit Michigan?

29b. Did you visit any other colleges?

29c. When did you begin to visit colleges?

30. Students attend college for many different reasons. Why do you want to get a college education?

31. When you were in high school and thinking of attending college, what were your attitudes and perceptions of the University of Michigan? What kind of an image did the University have?

31a. What was your parents' attitude toward Michigan?

31b. What was your guidance counselor's attitude toward the U of M?

32. (IF BLACK STUDENT) Did you have any feelings about what it would be like to be a black student at Michigan?

33. (IF BLACK STUDENT) Could you tell me what it has been like to be a black student at Michigan?

33a. In your case, are there any problems about being a black student at Michigan?
If doesn't mention: What about discrimination, felt any of this at Mich?
33b. In your case, are there any good things about being a black student at Michigan?

Now, with regards to your applying to Michigan.

34. Did an admissions representative or other representative from Michigan visit your high school?

(IF YES) 34a. Who was it? (admissions, alumnus, etc)

35. Were you informed of the visit of this person when he (she) visited your high school?

35a. Did you attend the information session?

36. Did you have any direct, personal contact with a member of the University Admissions Office?

(IF NO) 36a. Who told you about applying to the University? (GO TO Q. 38)

(IF YES) 36b. What influence, if any, did the college admissions counselor have upon your decision to come to Michigan?

(THE FOLLOWING QUESTIONS FOCUS ON THE RELATIONSHIP BETWEEN THE STUDENT AND THE ADMISSIONS COUNSELOR)

37. What were your feelings about the ways you were approached by the college admissions counselor?

38. When he talked with you, did he indicate what your chances of admission were?

39. What about financial aid - did he say anything about financial aid?

40. What about admissions officers representing other colleges? Did they indicate what your chances of admission were?

41. Did they say anything about financial aid?

42. How did you happen to come to Michigan? (PROBE FOR WHY DECIDED TO ATTEND MICHIGAN)

43. What was your parents' attitude toward your attending the University of Michigan? Were they in favor of it, or would they have preferred you went or did something else?

44. Are you receiving financial aid from Michigan?

(IF YES) 44a. What kind of financial assistance are you receiving? (PROBE FOR MICHIGAN OPPORTUNITY AWARD)

44b. How did you hear about the possibilities of financial aid at Michigan? Who told you, or in what way did you find out about the availability of financial assistance at Michigan?

44c. Was the amount of aid which you received sufficient to meet your reasonable financial needs?

44d. How would you describe the financial aid which you received? Would you say it was generous; modest, but adequate; insufficient?

45. In your discussions with the counselors in the Financial Aids Office, how do you feel about the understanding (or lack of understanding) they had of your situation? Were you very satisfied; fairly satisfied; fairly dissatisfied; or what?

(IF FAIRLY OR VERY DISSATISFIED) 46a. Why were you dissatisfied?

46. How do you feel about the opportunity you have had to talk with someone in the Financial Aid Office? Have you been able to have an appointment within a few days of your initial visit?

47. The Financial Aid Office is interested in knowing whether you think it would be helpful to set up an office in the library or somewhere else on campus so that information about financial aid would be more accessible to students. Do you think this would be helpful, or do you think accessibility to the Financial Aid Office isn't really a problem?

48. Any (other) problems with the Financial Aid Office? Any ways in which it could be improved?

49. Were you employed during this academic year?

(IF YES) 49a. Was this a full-time or part-time job?

49b. Was this job relevant to your anticipated career field?

49c. On the average, how many hours per week during the semester are you spending in part-time work for pay this year in college?

50. Were you employed during the summers?

(IF YES) 50a. Was this prior to your freshman, sophomore, junior or senior year?

51. Were you able to get a job which was relevant to your anticipated career field during any summer?

51a. What did you do?

We'd like to know your ideas and reactions about some of the University counseling services.

52. First, with respect to academic advisors. Who is your academic advisor?

52a. How satisfied have you been with the academic advisory situation here at Michigan?

52b. (IF AT ALL DISSATISFIED) What are the main reasons for your dissatisfaction?

52c. Have you usually been able to see your advisor when you wanted to see him; when you really needed to see him?

52d. Would you like more contact with your academic advisor?

52e. How do you feel about the advice concerning your academic ability that you received from your academic advisor? Do you feel it was overly optimistic, overly pessimistic, or realistic?

53. Have you ever used any of the other counseling services here at the University - for vocational counseling or academic problems, or some other personal problem that was bothering you?

(IF YES) 53a. Where did you go - Mental Health Division of the Health Service, Vocational Counseling, or what?

53b. How did you happen to go there - did anyone tell you about it or suggest that you go there? (IF YES) Who told you about it?

53c. Why did you go - what was the problem about?

53d. Anything else that was bothering you when you went? (IF YES) What was that?

53e. When was this?

53f. For how long did you go?

53g. What did they do - how did they try to help you?

53h. How did it turn out - do you think it helped you in any way?

54. Do you feel any pressure on you to succeed at Michigan?

55. (FOR OPPORTUNITY STUDENTS) The Opportunity Award Program has been in operation for several years. How do you feel about being identified as an Opportunity Award student? Do you feel as though you have been singled out in any way because you are receiving this assistance?

(IF YES) 55a. In what ways do you feel you are singled out?

56. In your experience with the services associated with the Michigan Opportunity Program, are there any services which you feel have been particularly helpful to you in one way or another (e.g., admissions, Special Programs Office, academic advisors, etc)?

(IF YES) 56a. In what way were these services helpful to you?

56b. Are there any services which you feel weren't so helpful to you?

57. One alternative to a demanding academic schedule is to reduce the number of courses one takes. Have you ever taken a reduced load?

(IF YES) 57a. What was your experience in taking a reduced load? (DID IT SERVE AS A HELPFUL POSITIVE EDUCATIONAL EXPERIENCE FOR THE STUDENT, E.G., A CHANCE TO GET ACCLIMATED TO ACADEMIC DEMANDS WHILE HAVING FEWER RESPONSIBILITIES, ETC)

(IF NO) 57b. Would you be interested in taking a reduced load, being allowed to spend more time on three courses rather than four, with a corresponding increase in the length of your academic program?

58. Have you ever had occasion to use the Reading Improvement Service?

(IF YES) 58a. The Reading Improvement Service offers both individual and small group sessions. In which method did you participate? (IF SMALL GROUP) How large was your group?

58b. How did you happen to go to the Reading Improvement Service? Were you referred by someone or did you go on your own? (IF REFERRED BY SOMEONE) What person or office referred you?

58c. How many sessions did you attend?

58d. How do you feel about the assistance (or lack of assistance) you received? Was it helpful?

58e. Any suggestions?

58f. Why did you seek assistance?

58g. (GIVE STUDENT CARD 1) These are some of the reasons why other students have gone to the Reading Improvement Service. In addition to the reasons you've already given, are any of these reasons why you went there?

Kind of Society. One aspect of life college students sometimes think about is the broad question of the kind of society they'd like to live in, to rear children in. This is both more general and abstract perhaps, than just what kind of job or marriage or home one hopes for in the future. It's more a question of how one feels about American society in general.

59. (HAVE R TURN TO CARD 2) On this page are some statements about American society and the race issue - they describe different views about the kind of society that would be desirable.

59a. Which of these best describes how you feel? Could you tell me why you agree with that statement?

59b. Now, would you tell me which statement you disagree with the most? Why is that?

People have talked some about how this generation of black college students differs from their parents about the whole question of what it means to be black in America - things like what it's possible to accomplish, what blacks should do about obstacles that still exist, how fast change can occur in society.

60. Are there any differences in the ways you and your parents view things like these?

(IF YES) 60a. Could you briefly describe how you differ?

60b. What are some of the ways you and your parents agree about these things?

(IF NO) 60c. What are the ways you and your parents view things in similar ways - in what ways would you agree about these things?

60d. Are there any ways in which you disagree? What ways?

61. (FOR BLACKS) People have a lot of different ideas about what it means to be black in this society. I wonder if you could tell me a little about what it means to you?

62. (FOR BLACKS) A number of people have written recently about it being very special and exciting to be black at this particular point in time. I wonder how you feel about this notion?

63. (FOR WHITES) Do you think black students experience any special problems at Michigan?

(IF YES) 63a. What kind of problems do you think black students experience?

63b. Do you think other students at Michigan are aware of the problems that black students face?

64. (For ALL) Do you think there is any advantage to being a black student at the University?

65. (FOR BLACKS) Do you think white students at Michigan are aware of the problems that black students face?

66. (FOR BLACKS) Do you feel you have been treated differently by being black instead of white at Michigan - I don't mean only discrimination or prejudice, but whether treated differently in any way? Anything else?

66a. Any (other) examples of discrimination or prejudice?

67. (FOR BLACKS) Have you ever felt that faculty prejudged you because you were black? Do you feel they are reacting to you as a black, compared to the way they might act if you were white? (PROBE FOR WHETHER FACULTY WAS TRYING TO BE HELPFUL OR "DISCRIMINATORY" IN THE NEGATIVE SENSE AND WHETHER THE STUDENT PERCEIVED THIS AS OVERSOLICITIOUSNESS OR DISCRIMINATION)

This concludes the interview. We have tried to cover many aspects of college life. However, we are aware that we may have overlooked questions which would allow you to discuss areas or events that have been particularly significant for you. Are there any comments or criticisms you would like to make about any aspects of your college experience - personal, academic, or general - which were not covered in the interview but which you feel were important or contributed to your life at Michigan?

CARD 1

a. listen to lectures and/or take notes efficiently

b. know what to study for exams

c. improve my ability to determine which things are more important for me to read

d. improve test taking skills

e. learn how various types of reading material should be read

f. increase reading speed in required reading

g. become better organized

h. improve comprehension

i. get rid of exam panic

j. improve concentration

k. facilitate writing of essays, projects, themes, etc

CARD 2

Kind of Society I'd Like

1. The present American system and the life it promises would be a good one if it provided for full integration of all races in that system. Except for the racial issue, I have no basic criticism of American society.
2. The present American system not only needs to be changed to provide integration of all races; it also needs a complete moral rebirth where basic human values become central to the society.
3. Even if there were complete integration, I would not accept the American system. There should be a radical change in the whole economic base of the American system - a revolution that goes much beyond race, challenging all the economic injustice of this society.
4. Society must be free - to be free, the races must be separated because the white man will never give justice, equality, and freedom to other peoples. Only with a separate state can there be real freedom.

APPENDIX D

Omnibus Personality Inventory with Breakdown by Race, Opportunity Award Recipient, Sex and Class

The tables of Appendix D are constructed in the following manner. The means and standard deviations for the four basic groups (Race; Opportunity Award Recipient; Sex; and Class) are given for each of the fourteen scales of the Omnibus Personality Inventory. When significant differences occurred in the means tests between groups, the T-test and level of significance is indicated.

TABLE 81

Responses of White and Black Students to the Omnibus Personality Inventory
(N = 253)

	Race of Student			
	White (N = 95)		Black (N = 158)	
OPI Scale	Mean	S.D.	Mean	S.D.
Thinking Introversion	27.85	7.89	25.11	6.46
		T-Test = 2.85 (.01)		
Theoretical Orientation	19.31	5.48	18.59	4.90
		T-Test = 1.03 (NS)		
Estheticism	15.60	4.49	13.04	4.62
		T-Test = 4.32 (.01)		
Complexity	18.98	6.22	17.82	5.11
		T-Test = 1.53 (NS)		
Autonomy	30.41	5.79	29.47	5.97
		T-Test = 1.23 (NS)		
Religious Orientation	14.81	5.61	13.74	4.72
		T-Test = 1.55 (NS)		
Social Extroversion	19.58	8.11	22.54	6.38
		T-Test = 3.02 (.01)		
Impulse Expression	31.18	9.74	31.35	8.55
		T-Test = 0.14 (NS)		
Personal Integration	27.36	10.44	30.22	10.10
		T-Test = 2.13 (.05)		

Responses of White and Black Students to the Omnibus Personality Inventory (Cont.)

	Race of Student			
	White (N = 95)		Black (N = 158)	
OPI Scale	Mean	S.D.	Mean	S.D.
Anxiety Level	10.16	4.40	11.27	4.66
	T-Test = 1.89 (NS)			
Altruism	20.49	5.23	20.28	5.33
	T-Test = 0.31 (NS)			
Practical Outlook	10.75	5.51	13.50	4.90
	T-Test = 3.99 (.01)			
Masculinity-Femininity	24.65	5.97	28.06	6.01
	T-Test = 4.37 (.01)			
Response Bias	11.72	4.33	12.17	4.27
	T-Test = 0.81 (NS)			

TABLE 82

Responses of Opportunity Award and Non-Opportunity Award Students to the OPI

	Opportunity Students (N = 144)		Non-Opportunity Students (N = 109)	
OPI Scale	Mean	S.D.	Mean	S.D.
Thinking Introversion	24.85	7.14	27.83	6.82
	T-test = 3.36 (.01)			
Theoretical Orientation	18.31	4.87	19.60	5.38
	T-Test = 1.96 (.05)			
Estheticism	13.47	4.27	14.72	4.59
	T-Test = 2.10 (.05)			
Complexity	17.94	5.62	18.67	5.51
	T-Test = 1.03 (NS)			
Autonomy	29.24	5.76	30.60	6.05
	T-Test = 1.80 (NS)			

Responses of Opportunity Award and
Non-Opportunity Award Students to the OPI (Cont.)

OPI Scale	Opportunity Students (N = 144)		Non-Opportunity Students (N = 109)	
	Mean	S.D.	Mean	S.D.
Religious Orientation	13.35	5.06	15.18	4.96
		T-Test = 2.87 (.01)		
Social Extroversion	21.50	7.10	21.33	7.38
		T-Test = 0.18 (NS)		
Impulse Expression	31.56	8.97	30.93	9.06
		T-Test = 0.55 (NS)		
Personal Integration	27.19	10.44	31.73	9.57
		T-Test = 3.58 (.01)		
Anxiety Level	10.18	4.51	11.73	4.56
		T-Test = 2.69 (.01)		
Altruism	19.71	5.15	21.22	5.37
		T-Test = 2.25 (.05)		
Practical Outlook	13.59	5.22	10.98	5.04
		T-Test = 4.00 (.01)		
Masculinity-Femininity	27.02	6.18	26.47	6.25
		T-Test = 0.70 (NS)		
Response Bias	11.37	3.98	12.83	4.55
		T-Test = 2.67 (.01)		

TABLE 83

Responses of Men and Women to the Omnibus Personality Inventory
(N = 253)

	Men (N = 120)		Women (N = 133)	
OPI Scales	Mean	S.D.	Mean	S.D.
Thinking Introversion	26.44	5.97	25.86	8.07
		T-Test = 0.65 (NS)		
Theoretical Orientation	19.97	4.81	17.86	5.21
		T-Test = 3.35 (.01)		
Estheticism	13.46	4.60	14.50	4.80
		T-Test = 1.75 (NS)		
Complexity	18.39	5.52	18.13	5.64
		T-Test = 0.37 (NS)		
Autonomy	30.17	5.97	29.50	5.87
		T-Test = 0.90 (NS)		
Religious Orientation	14.09	5.47	14.19	4.74
		T-Test = 0.15 (NS)		
Social Extroversion	21.06	7.10	21.76	7.31
		T-Test = 0.77 (NS)		
Impulse Expression	32.33	8.75	30.34	9.14
		T-Test = 1.77 (NS)		
Personal Integration	30.87	10.57	27.59	9.83
		T-Test = 2.54 (.05)		
Anxiety Level	11.62	4.31	10.15	4.73
		T-Test = 2.58 (.01)		
Altruism	19.93	5.59	20.74	4.98
		T-Test = 1.21 (NS)		
Practical Outlook	12.46	5.26	12.47	5.35
		T-Test = 0.02 (NS)		
Masculinity-Femininity	29.52	5.67	24.32	5.63
		T-Test = 7.29 (.01)		

Responses of Men and Women to the Omnibus Personality Inventory (Cont.)
(N = 253)

OPI Scales	Men (N = 120) Mean	Men (N = 120) S.D.	Women (N = 133) Mean	Women (N = 133) S.D.
Response Bias	12.95	4.15	11.14	4.24

T-Test = 3.41 (.01)

TABLE 84

Class Differences in Responses to the Omnibus Personality Inventory
(N = 253)

Code: 1. Number of Freshmen = 74
2. Number of Sophomores = 74
3. Number of Juniors = 61
4. Number of Seniors = 44

OPI Scale		Mean	S.D.	Significant Differences Between Means Tests	Level of Significance
Thinking Introversion	1.	26.96	6.80	1-3 = 2.46	.05
	2.	25.46	7.17	2-4 = 2.79	.01
	3.	23.90	7.42	3-4 = 3.77	.01
	4.	29.00	6.26		
Theoretical Orientation	1.	19.39	4.41		NS
	2.	18.69	5.48		
	3.	18.33	5.75		
	4.	19.00	4.78		
Estheticism	1.	14.76	4.46	1-2 = 2.03	.05
	2.	13.16	5.03	1-3 = 2.03	.05
	3.	13.18	4.46	2-4 = 2.31	.05
	4.	15.30	4.65	3-4 = 2.32	.05
Complexity	1.	18.41	5.42		
	2.	17.84	5.88	2-4 = 2.11	.05
	3.	17.31	5.61	3-4 = 2.56	.05
	4.	20.00	4.99		
Autonomy	1.	28.97	5.90	1-4 = 3.06	.01
	2.	29.49	6.03	2-4 = 2.53	.05
	3.	29.59	6.07	3-4 = 2.31	.05
	4.	32.14	5.06		

Class Differences in Responses
to the Omnibus Personality Inventory (Cont.)

OPI Scale		Mean	S.D.	Significant Differences Between Means Tests	Level of Significance
Religious Orientation	1.	13.95	5.24		NS
	2.	13.59	4.82		
	3.	14.66	5.24		
	4.	14.68	5.11		
Social Extroversion	1.	21.57	7.62		
	2.	22.18	7.47	2-3 = 2.11	.05
	3.	19.49	7.16	3-4 = 2.47	.05
	4.	22.61	5.64		
Impulse Expression	1.	31.34	9.83		
	2.	31.93	9.68		
	3.	29.28	7.81	3-4 = 2.36	.05
	4.	32.89	7.55		
Personal Integration	1.	26.55	10.66	1-2 = 2.33	.05
	2.	30.51	9.89	1-4 = 2.85	.01
	3.	28.72	10.76		
	4.	31.80	8.88		
Anxiety Level	1.	9.69	4.42	1-2 = 2.76	.01
	2.	11.72	4.46	1-3 = 1.63	NS
	3.	11.00	4.76	1-4 = 1.66	NS
	4.	11.14	4.58		
Altruism	1.	20.82	5.32		
	2.	20.05	5.03	2-4 = 2.17	.05
	3.	19.03	5.97	3-4 = 2.90	.01
	4.	21.93	4.17		
Practical Outlook	1.	12.30	5.13	1-4 = 2.32	.05
	2.	13.11	5.77	2-4 = 3.09	.01
	3.	13.39	5.56	3-4 = 3.29	.01
	4.	10.39	3.71		
Masculinity-Femininity	1.	25.59	5.81	1-3 = 2.49	.05
	2.	27.27	6.47		
	3.	28.23	6.27		
	4.	25.95	6.00		
Response Bias	1.	11.89	4.45		NS
	2.	12.14	4.00		
	3.	11.41	4.62		
	4.	12.77	3.99		

APPENDIX E

Omnibus Personality Inventory with Between Group Differences, Sex Differences

The tables of Appendix E are constructed in the following manner. The means and standard deviations for the four basic groups (White Opportunity, WOA; White Random Sample, WRS: Black Opportunity, BOA; Black Random Sample, BRS) are given followed by a sex breakdown into eight groups. When significant differences occurred in the means tests between groups, the T test and level of significance are indicated.

WOA = White Opportunity Students, N = 34 (22 are freshmen)
    (1) WOA men, N = 13
    (2) WOA women, N = 21

WRS = White Random Sample, N = 61
    (3) WRS men, N = 34
    (4) WRS women, N = 27

BOA = Black Opportunity Award Student, N = ~~61~~ 110
    (5) BOA men, N = 54
    (6) BOA women, N = 56

BRS = Black Random Sample, N = 48
    (7) BRS men, N = 19
    (8) BRS women, N = 29

TABLE 85

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Thinking Introversion

	Between Group Differences				Between Group Sex Differences		
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	25.47	8.89	WOA-WRS=2.07(.05)	(1)	26.62	8.24	2-3=1.78(.10)
N=34				(2)	24.76	9.40	2-4=1.78(.10)
WRS	29.18	7.00	WRS-BOA=4.11(.001)	(3)	28.88	5.57	3-5=3.10(.01)
N=61			WRS-BRS=2.38(.05)	(4)	29.56	8.57	3-6=3.30(.01)
							3-7=1.97(.10)
							4-5=2.44(.02)
							4-6=2.69(.01)
							4-7=1.78(.10)
BOA	24.66	6.54		(5)	25.04	5.62	
N=110				(6)	24.30	7.36	
BRS	26.12	6.22		(7)	25.95	4.79	
N=48				(8)	26.24	7.09	

F(3,249) = 5.647 (<.01)

F(7,245) = 2.537 (<.05)

TABLE 86

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Theoretical Orientation

	Between Group Differences			Between Group Sex Differences			
			Means Tests				Means Tests
	Mean	S.D.	Differences		Mean	S.D.	Differences
WOA	19.18	5.32		(1)	21.31	5.36	1-2=1.81(.10)
N=34				(2)	17.86	4.96	1-6=2.37(.05)
							2-3=1.91(.10)
							2-7=2.42(.05)
WRS	19.38	5.61		(3)	20.47	4.63	3-5=1.66(.10)
N=61				(4)	18.00	6.46	3-6=3.05(.01)
							3-7=NS
							4-6=NS
							4-7=2.17(.05)
							4-8=NS
BOA	18.04	4.72	BOA-BRS=2.11(.05)	(5)	18.76	4.65	5-7=2.26(.05)
N=110				(6)	17.34	4.72	6-7=3.38(.01)
BRS	19.87	5.11		(7)	21.63	4.66	7-8=1.98(.10)
N=48				(8)	18.72	5.15	
	F(3,249) = 1.844 (NS)				F(7,245) = 2.760 (<.01)		

TABLE 87

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Estheticism

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	14.94	5.27	WOA-BOA=1.90(.10)	(1)	15.54	4.39	1-5=2.06(.05)
N=34				(2)	14.57	5.83	1-7=3.26(.01)
							2-7=2.59(.02)
WRS	15.97	3.98	WRS-BOA=4.40(.001)	(3)	15.62	4.19	3-5=3.14(.01)
N=61			WRS-BRS=3.24(.01)	(4)	16.41	3.73	3-6=2.34(.05)
							3-7=4.44(.001)
							4-5=3.96(.001)
							4-6=3.16(.01)
							4-7=5.11(.001)
BOA	13.01	4.53		(5)	12.65	4.39	5-7=2.01(.05)
N=110				(6)	13.36	4.68	5-8=2.05(.05)
							6-7=2.62(.02)
BRS	13.12	4.86		(7)	10.47	3.82	7-8=3.46(.01)
N=48				(8)	14.86	4.73	

F(3,249) = 6.534 ($<$.001)   F(7,245) = 4.669 ($<$.001)

TABLE 88

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Complexity

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	18.56	6.81		(1)	20.15	7.73	
N=34				(2)	17.57	6.17	
WRS	19.21	5.92		(3)	19.88	5.38	3-5=2.04(.05)
N=61				(4)	18.37	6.53	3-7=2.08(.05)
BOA	17.75	5.21		(5)	17.46	5.30	
N=110				(6)	18.02	5.16	
BRS	17.98	4.93		(7)	17.16	3.89	
N=48				(8)	18.52	5.50	

F(3,249) = 0.980 (NS)   F(7,245) = 0.960 (NS)

TABLE 89

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Autonomy

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	28.62	5.91	WOA-WRS=2.23(.05)	(1)	30.23	4.57	
N=34				(2)	27.62	6.52	2-3=2.74(.01)
WRS	31.41	5.52	WRS-BOA=2.20(.05)	(3)	32.26	4.98	3-5=2.12(.05)
N=61			WRS-BRS=1.55(NS)	(4)	30.33	6.06	3-6=2.74(.01)
							3-7=2.33(.05)
BOA	29.43	5.73		(5)	29.76	5.85	
N=110				(6)	29.11	5.64	
BRS	29.56	6.57		(7)	27.58	7.70	
N=48				(8)	30.86	5.47	

F(3,249) = 2.160 (NS) F(7,245) = 1.971 (NS)

TABLE 90

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Religious Orientation

	Betwen Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	12.71	5.65	WOA-WRS=2.74(.01)	(1)	14.00	6.66	
N=34				(2)	11.90	4.93	2-3=2.94(.01)
							2-4=2.57(.02)
							2-6=1.94(.10)
WRS	15.98	5.27	WRS-BOA=2.94(.01)	(3)	16.26	5.69	3-5=2.94(.01)
N=61			WRS-BRS=1.95(.10)	(4)	15.63	4.79	4-5=2.49(.02)
BOA	13.55	4.87		(5)	12.72	5.08	5-6=1.76(.10)
N=110				(6)	14.36	4.57	
BRS	14.17	4.37		(7)	14.16	4.29	
N=48				(8)	14.17	4.50	

F(3,249) = 4.210 (<.01) F(7,245) = 2.468 (<.05)

TABLE 91

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Social Extroversion

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	19.50	9.04	WOA-BRS=2.18(.05)	(1)	18.54	8.67	1-8=2.21(.05)
N=34				(2)	20.10	9.42	2-8=1.89(.10)
WRS	19.62	7.62	WRS-BOA=2.16(.05)	(3)	19.35	6.78	3-5=2.09(.05)
N=61			WRS-BRS=2.83(.01)	(4)	19.96	8.68	3-6=1.70(.10)
							3-8=3.21(.01)
							4-8=2.27(.05)
BOA	22.12	6.30		(5)	22.48	6.73	
N=110				(6)	21.77	5.90	6-8=2.05(.05)
BRS	23.50	6.52		(7)	21.79	7.00	
N=48				(8)	24.62	6.05	

F(3,249) = 3.873 (.01)   F(7,245) = 2.021 (NS)

TABLE 92

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Impulse Expression

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	30.62	10.70		(1)	33.38	10.25	
N=34				(2)	28.90	10.85	
WRS	31.49	9.24		(3)	32.44	8.41	
N=61				(4)	30.30	10.23	
BOA	31.85	8.39		(5)	32.85	8.48	
N=110				(6)	30.87	8.26	
BRS	30.21	8.87		(7)	29.95	9.32	
N=48				(8)	30.38	8.73	

F(3,249) = 0.442 (NS)   F(7,245) = 0.786 (NS)

TABLE 93

Group-Sex Differences in Responses to the
Omnibus Personality Inventory - Personal Integration

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	22.53	9.97	WOA-WRS=3.50(.001)	(1)	22.85	10.08	1-3=2.47(.02)
N=34			WOA-BOA=3.06(.01)	(2)	22.33	10.15	1-5=2.63(.02)
			WOA-BRS=5.23(.001)				1-7=3.14(.01)
							1-8=3.23(.01)
							2-3=3.08(.01)
							2-4=2.16(.05)
							2-5=3.37(.01)
							2-7=3.83(.001)
							2-8=4.00(.001)
WRS	30.05	9.78	WRS-BRS=2.11(.05)	(3)	31.41	10.83	3-6=2.41(.02)
N=61				(4)	28.33	8.14	4-7=2.19(.05)
							4-8=2.31(.05)
BOA	28.63	10.19	BOA-BRS=3.22(.01)	(5)	31.39	10.51	
N=110				(6)	25.96	9.20	5-6=2.85(.01)
							6-7=3.38(.01)
							6-8=3.64(.001)
BRS	33.87	8.94		(7)	33.95	8.52	
N=48				(8)	33.83	9.35	

F(3,249) = 9.097 (<.001)

F(7,245) = 5.436 (<.001)

TABLE 94

Group-Sex Differences in Responses to the
Omnibus Personality Inventory - Anxiety Level

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	8.18	3.73	WOA-WRS=3.58(.001)	(1)	8.23	4.19	1-3=2.87(.01)
N=34			WOA-BOA=3.35(.01)	(2)	8.14	3.53	1-5=2.59(.02)
			WOA-BRS=4.38(.001)				1-7=2.85(.01)
							1-8=2.53(.02)
							2-3=3.88(.001)
							2-5=3.62(.001)
							2-7=3.66(.001)
							2-8=3.18(.01)

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Anxiety Level (Cont)

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WRS	11.26	4.39		(3)	12.26	4.10	
N=61				(4)	10.00	4.48	3-4=2.00(.05)
							3-6=2.48(.02)
							4-7=2.01(.10)
BOA	10.80	4.57	BOA-BRS=1.87(.10)	(5)	11.72	4.34	5-6=2.10(.05)
N=110				(6)	9.91	4.64	6-7=2.39(.05)
BRS	12.33	4.74		(7)	12.53	3.82	
N=48				(8)	12.21	5.32	

F(3,249) = 6.033 (< .001)   F(7,245) = 3.870 (<.01)

TABLE 95

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Altruism

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	20.18	5.25		(1)	19.00	5.66	
N=34				(2)	20.90	4.99	
WRS	20.67	5.26		(3)	19.79	5.70	
N=61				(4)	21.78	4.50	4-6=2.30(.05)
BOA	19.56	5.13	BOA-BRS=2.51(.02)	(5)	19.87	5.51	5-8=2.13(.05)
N=110				(6)	19.27	4.77	6-8=2.76(.01)
BRS	21.92	5.47		(7)	21.00	5.88	
N=48				(8)	22.52	5.21	

F(3,249) = 2.341 (NS)   F(7,245) = 1.655 (NS)

TABLE 96

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Practical Outlook

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	12.41	5.97	WOA-WRS=2.11(.05)	(1)	12.08	6.17	
N=34				(2)	12.62	5.98	2-3=1.85(.10)
WRS	9.82	5.05	WRS-BOA=5.13(.001)	(3)	9.76	4.40	3-5=3.98(.001)
N=61			WRS-BRS=2.80(.01)	(4)	9.89	5.87	3-6=4.23(.001)
							3-7=2.69(.02)
							3-8=1.78(.10)
							4-5=2.98(.01)
							4-6=3.12(.01)
							4-7=2.19(.05)
BOA	13.95	4.94	BOA-BRS=1.80(.10)	(5)	13.91	5.15	
N=110				(6)	14.00	4.79	6-8=2.01(.05)
BRS	12.46	4.68		(7)	13.42	4.78	
N=48				(8)	11.83	4.58	

F(3,249) = 8.702 (<.001) F(7,245) = 3.864 (<01)

TABLE 97

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Masculininity-Femininity

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	23.91	6.55	WOA-BOA=3.21(.001)	(1)	26.23	6.99	1-4=2.08(.05)
N=34			WOA-BRS=2.91(.01)	(2)	22.48	5.99	1-5=2.02(.05)
							1-7=2.28(.05)
							2-3=3.41(.01)
							2-5=5.31(.001)
							2-6=2.01(.05)
							2-7=4.81(.001)
							2-8=1.96(.10)
WRS	25.07	5.64	WRS-BOA=3.19(.01)	(3)	27.82	4.69	
N=61			WRS-BRS=2.64(.02)	(4)	21.59	4.79	3-4=5.00(.001)
							3-5=2.51(.02)
							3-6=2.17(.05)
							3-7=2.46(.02)
							4-5=7.57(.001)
							4-6=3.35(.01)
							4-7=6.04(.001)
							4-8=2.94(.01)

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Masculinity-Femininity (Cont)

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
BOA	27.98	5.76		(5)	30.56	5.25	
N=110				(6)	25.50	5.14	5-6=5.05(.001) 5-8=3.49(.001) 6-7=4.03(.001)
BRS	28.25	6.59		(7)	31.84	5.99	
N=48				(8)	25.90	5.94	7-8=3.29(.01)
	F(3,249) = 6.667 (<.001)				F(7,245) = 12.324 (<.001)		

TABLE 98

Group-Sex Differences in Responses to the Omnibus Personality Inventory - Response Bias

	Between Group Differences			Between Group Sex Differences			
	Mean	S.D.	Means Tests Differences		Mean	S.D.	Means Tests Differences
WOA	10.59	3.97	WOA-WRS=1.96(.10)	(1)	10.77	4.60	1-7=2.04(.05)
N=34			WOA-BRS=2.96(.01)	(2)	10.48	3.64	2-3=2.61(.02) 2-5=2.41(.02) 2-7=2.83(.01) 2-8=2.04(.05)
WRS	12.34	4.43		(3)	13.26	3.98	3-6=3.33(.01)
N=61				(4)	11.19	4.76	4-7=2.16(.05)
BOA	11.61	3.97	BOA-BRS=2.37(.02)	(5)	12.83	3.95	5-6=3.28(.01)
N=110				(6)	10.43	3.66	6-7=3.28(.01) 6-8=2.45(.02)
BRS	13.46	4.66		(7)	14.21	4.42	
N=48				(8)	12.97	4.82	
	F(3,249) = 3.624 (<.05)				F(7,245) = 3.639 (<.01)		

APPENDIX F

Correlation and Factor Loadings of Variables Used in Formation of Orientations

This appendix focuses on the formation of the five orientations discussed in Chapter 3, pages 39 through 48. The table below lists the questionnaire items used in the formation of four of these orientations, the Instrumental, Social, Academic, and Political Orientations. The fifth orientation, Intellectual Orientation, is composed of the Thinking Introversion, Estheticism, and Complexity Scales of the Omnibus Personality Inventory. Variable numbers are used for ease in data presentation. Tables 99 through 102 indicate the correlation and factor loadings of the items used in the formation of these five orientations for both Black Opportunity students and the total sample.

As discussed on pages 39 and 43 of Chapter 3, the following questionnaire items were used in the formation of the first four orientations. The fifth orientation is composed of three scales in the Omnibus Personality Inventory. Variable numbers represent these items in the correlation and factor matrix tables which follow.

Instrumental-Occupational Orientation (to the college experience)

Variable Number	Students with an instrumental orientation rated the following objectives very important. (Question 50 in Questionnaire)
V1039	1. "Deciding upon an occupation" 2. "Doing as well academically as I can" 3. "Becoming well prepared for my future occupation" 4. "Raising my social or economic status"

Social Orientation (to the college experience)

Students with a social (dating) orientation placed importance on the following items.

V993	1. "Interest in the kind of clothes that one wears; how one talks and behaves when he is with others" (Question 43 in Questionnaire) 2. "Interest in dating and social life" (Question 43 in Questionnaire)

3. "Having a good time participating in collegiate social life" (Question 50)

V1042 4. "Being friendly with a large number of people" (Question 50)

5. "Finding a suitable husband or wife" (Question 50)

Academic Orientation (to the college experience)

Students with an academic orientation rated the following objectives very important.

V995 1. "Interest in studying; taking the course work seriously" (Question 43 of Questionnaire)

V1044 2. "Becoming intensely interested in some intellectual pursuit" (Question 50 of Questionnaire)

Political Orientation (to the college experience)

Students with a political orientation placed importance on the following items.

1. "Interest in student organizations and activities here at Michigan; campus issues and politics" (Question 43)

V992 2. "Interest in the contemporary political scene; national and international affairs; current events" (Question 43)

3. "Participating in activities aimed at correcting social injustices" (Question 50)

V1041 4. "Developing a close, apprentice-like relationship with a faculty member who is highly respected in his professional field" (Question 50)

5. "Becoming a leader in student activities" (Question 50)

It is evident that the political orientation involves items which describe a political orientation within the framework of the existing system rather than extreme groups operating outside the existing system.

Intellectual Orientation (to the college experience)

Students high in intellectual orientation scored highly on the following three scales of the OPI.

V836 Thinking Introversion
V838 Estheticism
V839 Complexity

TABLE 99

Correlation Matrix of Variables Used to Form Orientations

Black Opportunity Students

N = varies between 110-118

Orientation		Instrumental-Occupational	Social		Academic		Political		Intellectual	
		V1039	V993	V1042	V995	V1044	V992	V1041	V836	V838
Instrumental-Occupational	V1039	-								
Social	V993	0.45	-							
	V1042	0.41	0.28	-						
Academic	V995	0.45	0.19	0.04	-					
	V1044	0.15	0.14	-0.06	0.34	-				
Political	V992	-0.14	0.02	-0.20	0.02	0.16	-			
	V1041	0.32	0.13	0.15	0.22	0.22	0.32	-		
Intellectual	V836	-0.22	-0.14	-0.24	-0.07	0.18	0.41	0.11	-	
	V838	-0.16	-0.07	-0.02	-0.19	0.06	0.12	-0.03	0.51	-
	V839	-0.31	-0.08	-0.18	-0.40	-0.08	0.15	0.01	0.54	0.41

TABLE 100

Varimax Rotated Factor Matrix of Variables Used to Form Orientations

Black Opportunity Students

Orientation	Row/Col	Factor 1	Factor 2	Factor 3	Factor 4
Instrumental-Occupational	V1039	-0.17	0.60	0.50	0.20
Social	V993	0.09	0.48	0.41	-0.01
	V1042	0.01	0.79	-0.03	0.11
Academic	V995	-0.21	0.04	0.84	-0.04
	V1044	0.17	-0.08	0.65	0.23
Political	V992	0.21	-0.38	0.13	0.57
	V1041	-0.10	0.06	0.25	0.76
Intellectual	V836	0.67	-0.46	0.07	0.26
	V838	0.83	-0.01	-0.08	-0.06
	V839	0.60	-0.29	-0.32	0.14

Factor 1 = Intellectual Orientation
Factor 2 = Instrumental-Social Orientation
Factor 3 = Instrumental-Academic Orientation
Factor 4 = Political Orientation

TABLE 101

Correlation Matrix of Variables Used to Form Orientations

Total Sample

Orientation		Instrumental-Occupational	Social		Academic		Political		Intellectual	
		V1039	V993	V1042	V995	V1044	V992	V1041	V836	V838
Instrumental-Occupational	V1039	-								
Social	V993	0.32	-							
	V1042	0.40	0.41	-						
Academic	V995	0.33	0.11	-0.00	-					
	V1044	0.14	0.02	0.00	0.28	-				
Political	V992	-0.06	0.04	-0.03	-0.03	0.08	-			
	V1041	0.35	0.15	0.27	0.10	0.22	0.40	-		
Intellectual	V836	-0.26	-0.23	-0.19	0.01	0.22	0.35	0.12	-	
	V838	-0.30	-0.08	-0.06	-0.09	0.08	0.14	-0.03	0.60	-
	V839	-0.37	-0.23	-0.14	-0.28	-0.02	0.19	0.06	0.51	0.45

TABLE 102

Varimax Rotated Factor Matrix of Variables Used to Form Orientations

Total Sample

Orientation	Row/Col	Factor 1	 2	 3	 4
Instrumental	V1039	-0.26	0.61	-0.45	0.19
Social	V993	-0.00	0.66	-0.04	-0.02
	V1042	0.06	0.76	0.06	0.12
Academic	V995	-0.08	0.04	-0.82	-0.12
	V1044	0.17	-0.04	-0.69	0.17
Political	V992	0.11	-0.07	0.08	0.74
	V1041	-0.03	0.31	-0.19	0.77
Intellectual	V836	0.65	-0.43	-0.14	0.35
	V838	0.84	-0.15	0.06	-0.02
	V839	0.53	-0.39	0.28	0.34

Factor 1 = Intellectual Orientation
Factor 2 = Instrumental-Social Orientation
Factor 3 = Instrumental-Academic Orientation
Factor 4 = Political Orientation

TABLE 103

Means and Standard Deviations of Orientations for Three Groups of Students

Black Opportunity Students, White Random Sample, Black Random Sample

Instrumental Orientation (Range: 00-16)	N	Mean	S.D.
BOA (Black Opportunity Student)	118	11.63	3.10
WRS (White Random Sample)	63	8.97	2.96
BRS (Black Random Sample)	53	11.62	3.21
Intellectual Orientation (Range: 19-92)			
BOA	110	55.42	13.29
WRS	61	64.36	13.79
BRS	48	57.23	12.52
Social Orientation (Range: 00-17)			
BOA	112	9.22	3.18
WRS	61	8.61	3.61
BRS	53	9.89	3.37
Academic Orientation (Range: 0-7)			
BOA	113	4.41	1.50
WRS	63	4.73	1.48
BRS	54	5.00	1.40
Political Orientation (Range: 00-18)			
BOA	112	8.54	2.96
WRS	61	7.61	2.96
BRS	54	9.59	3.55

TABLE 104

Correlation Matrices of Orientations for Three Groups of Students

Black Opportunity Students, White Random Sample, Black Random Sample

	Instrumental	Intellectual	Social	Academic
Among Black Opportunity Students (N = 110-118)				
Intellectual	-0.28**			
Social	0.52**	-0.19*		
Academic	0.34**	-0.08	0.07	
Political	0.15	0.20*	0.05	0.26**
Among White Random Sample (N = 61-63)				
Intellectual	-0.43**			
Social	0.33**	-0.31*		
Academic	0.37**	0.11	-0.01	
Political	-0.04	0.29*	0.10	0.14
Among Black Random Sample (N = 48-54)				
Intellectual	-0.06			
Social	0.25	-0.25		
Academic	0.26*	0.05	0.02	
Political	0.42**	0.30*	0.23	0.17

* $\leq .05$
** $\leq .01$

APPENDIX G

Tests of Variability Within Orientations
(Variability Due to Sex and Year in School)

TABLE 105

Mean and Standard Deviation of Orientation by Sex

Black Opportunity Students

Filter Mean Analysis

Orientation	N	%	Mean	S.D.
Instrumental				
Men	57	48	11.84	3.36
Women	61	52	11.43	2.85
	118	100%		
		F(1,116) = 0.53 (NS)		
Intellectual				
Men	54	49	55.15	12.24
Women	56	51	55.68	14.33
	110	100%		
		F(1,108) = 0.04 (NS)		
Social				
Men	53	47	9.28	3.00
Women	59	53	9.17	3.36
	112	100%		
		F(1,110) = 0.03 (NS)		
Academic				
Men	54	48	4.46	1.60
Women	59	52	4.36	1.41
	113	100%		
		F(1,111) = 0.14 (NS)		
Political				
Men	54	48	9.33	2.93
Women	58	52	7.79	2.81
	112	100%		
		F(1,110) = 8.06 (<.001)		

TABLE 106

Mean and Standard Deviation of Orientation by Year in School

Black Opportunity Students

Filter Mean Analysis

Orientation	Year	N	%	Mean	S.D.
Instrumental	Sr	27	23	10.56	3.24
	Jr	28	24	12.21	2.33
	So	31	26	12.61	3.08
	Fr	32	27	11.06	3.31
Total		118	100%	11.63	3.10

F(3,114) = 2.95 (.05)

Range: 00-16; 16 = High instrumental orientation

Intellectual	Sr	25	23	62.04	12.56
	Jr	27	24	48.41	12.92
	So	30	27	52.67	13.25
	Fr	28	26	59.21	10.50
Total		110	100%	55.42	13.29

F(3,106) = 6.66 ($<$.001)

Range: 19-92; 92 = High intellectual orientation

Social	Sr	25	22	8.64	2.66
	Jr	29	26	10.03	2.68
	So	30	27	9.53	3.89
	Fr	28	25	8.57	3.16
Total		112	100%	9.22	3.18

F(3,108) = 1.41 (NS)

Range: 00-18; 18 = High social orientation

Academic	Sr	25	22	3.64	1.07
	Jr	29	26	4.55	1.50
	So	30	26	4.97	1.40
	Fr	29	26	4.34	1.67
Total		113	100%	4.41	1.50

F(3,109) = 3.98 (.01)

Range: 0-7; 7 = High academic orientation

Mean and Standard Deviation of Orientation by Year in School (Cont.)

Orientation	Year	N	%	Mean	S.D.
Political	Sr	25	22	9.00	2.87
	Jr	29	26	7.55	2.64
	So	30	27	9.33	2.89
	Fr	28	25	8.29	3.23
Total		112	100%	8.54	2.96

F(3,108) = 2.13 (NS)

Range: 00-18; 18 = High political orientation

Although there are significant differences in the means of instrumental, intellectual, and academic orientations with year in school, there is no discernable trend from freshman to senior year. The following table indicates the relative high-middle-low scores within each orientation by year in school.

Year in School	Instrumental	Intellectual	Social	Academic	Political
Senior	Lowest	Highest	Low	Low	Middle
Junior	High	Lowest	High	Middle	Lowest
Sophomore	High	Middle	Middle	Highest	Highest
Freshman	Middle	Middle	Low	Middle	Middle

TABLE 107

Mean and Standard Deviation of Orientation by Year in School Orientation Divided into High-Medium-Low Scorers

Black Opportunity Students

Filter Means Analysis

The range of each orientation was divided into thirds so that an approximately equal number of students was in each of the thirds. The thirds represent the high-middle-and low scorers on each of the five orientations. The following key applies to each orientation:

1 = highest third of orientation; i.e., high instrumental, etc
2 = middle third of orientation; i.e., middle instrumental, etc
3 = lowest third of orientation; i.e., low instrumental, etc

Analysis of the orientation divided into thirds is not as sensitive as the analysis involving the entire range of scores in the orientation (Table 106) due to the decreased range of the orientations to three. Consequently, the results have lower statistical significance as indicated below.

Orientation	Orientation Divided Into Thirds	Entire Orientation
Instrumental	NS	.05
Intellectual	$<.01$	$<.001$
Social	NS	NS
Academic	.05	.01
Political	NS	NS

Orientation	Year	N	%	Mean	S.D.
Instrumental	Sr	27	23	2.30	0.77
	Jr	28	24	1.96	0.84
	So	31	26	1.84	0.86
	Fr	32	27	2.12	0.83
Total		118	100%	2.05	0.84

F(3,114) = 1.65 (NS)

Intellectual	Sr	25	23	1.64	0.81
	Jr	27	24	2.37	0.79
	So	30	27	2.03	0.81
	Fr	28	26	1.75	0.70
Total		110	100%	1.95	0.82

F(3,106) = 4.67 ($<.01$)

Social	Sr	25	22	2.12	0.73
	Jr	29	26	1.83	0.76
	So	30	27	2.00	0.87
	Fr	28	25	2.11	0.87
Total		112	100%	2.01	0.81

F(3,108) = 0.77 (NS)

Academic	Sr	25	22	2.36	0.57
	Jr	29	26	1.90	0.72
	So	30	26	1.73	0.74
	Fr	29	26	1.93	0.80
Total		113	100%	1.96	0.74

F(3,109) = 3.67 (.05)

TABLE 107--Continued

High-Medium-Low Orientations
Related to Year in School

Orientation	Year	N	%	Mean	S.D.
Political	Sr	25	22	1.88	0.78
	Jr	29	26	2.24	0.79
	So	30	27	1.70	0.88
	Fr	28	25	2.00	0.86
Total		112	100%	1.95	0.84

F(3,108) = 2.19 (NS)

APPENDIX H

Correlations and Factor Loadings of Variables Used in the Formation of Indices

TABLE 108

Correlation Matrix of Problems Experienced by Black Opportunity Students

	V. 374 Difficulty in Joining Groups N=169	V. 378 Competition for Grades More Than Anticipated N=170	V. 379 Faculty Think a 2nd Class Student N = 170
V. 378 Competition for Grades More than Anticipated	0.22^{**}		
V. 379 Faculty Think a 2nd Class Student	0.30^{**}	0.32^{**}	
V. 380 White Students Not Friendly N=168	0.31^{**}	0.17^{*}	0.24^{**}

* = $\leq .05$ level

** = $\leq .01$ level

Factor Loadings:

V. 374 = 0.71
V. 378 = 0.67
V. 379 = 0.63
V. 380 = 0.56

TABLE 109

Correlation and Factor Loadings of Index Involving A Positive Attitude Toward the College Experience

Total Sample

	V. 327 Clarity of Occupational Plans N=276	V. 330 Increased Ambition	V. 331 More Excitement and Enthusiasm About Learning	V. 332 Greater Concern About Social Issues and Problems	V. 333 Greater Self-Confidence
V. 330 Increased Ambition N=276	0.38				
V. 331 More Excitement and Enthusiasm About Learning N=277	0.25	0.62			
V. 332 Greater Concern about Social Issues and Problems N=277	0.15	0.15	0.22		
V. 333 Greater Self-Confidence N=277	0.20	0.26	0.28	0.16	
V. 334 Greater Clarity About Life Goals N=277	0.52	0.47	0.38	0.28	0.44

Factor Loadings:

V. 327 = 0.62
V. 330 = 0.53
V. 331 = 0.50
V. 332 = 0.58
V. 333 = 0.60
V. 334 = 0.79

TABLE 110

Correlation and Factor Loadings of Variables Used in Constructing Indices of Problems Experienced by Students
Total Sample

Q.56 After having indicated the garde average you've actually tried to get and the grade average you think you actually will get for your work this semester, students were asked the following question:

Many different factors may make it difficult for students to attain the grade average they have "actually tried for." Think of yourself. Check the following factors that you feel made it difficult for you to attain the grade average you have "actually tried for."

Index A: Academic Press and Resulting Self-Questioning

	V222 Heavy Academic Demands N = 99	V223 High School Preparation N = 78	V226 My Ability N = 39	V234 Stiff Competition N = 89	V236 Tension-Anxiety About Grades N = 75
V223	0.24				
V226	0.26	0.23			
V234	0.52	0.31	0.37		
V236	0.38	0.39	0.22	0.28	1.00

Factor Loadings: V.222 = 0.73
V.223 = 0.47
V.226 = 0.67
V.234 = 0.74
V.236 = 0.49

Index B: Lack of Interest in Courses, Self-Discipline

	V224 My Study Habits N = 140	V 228 My Lack of Interest in Courses N = 110	V230 My Self-Discipline N = 121
V228	0.45		
V230	0.70	0.42	1.00

Factor Loadings: V.224 = 0.81
V.228 = 0.67
V.230 = 0.85

TABLE 110--Continued

Index C: System Blame: A Tendency to Blame the System Rather Than Oneself for Problems or Failures

	V233 Exams That Don't Permit Me To Show What I Really Know N = 93	V237 My Reluctance To Be At Michigan N = 11
V221 Unfairness in Grading N = 35	0.33	0.20
V237	0.21	-

Factor Loadings: V.221 = 0.66
V.233 = 0.67
V.237 = 0.62

Index D: Feeling Lost and Overwhelmed by the University

	V231 The Size of the University N = 16	V235
V235 New and Different Social Environment N = 32	0.25	-
V238 Too Little Social Life N = 23	0.21	0.34

Factor Loadings: V.231 = 0.64
V.235 = 0.69
V.238 = 0.61

Index E: Family Problems - one variable with a factor loading of 0.82.
N = 34

TABLE 111

Correlation of Variables Composing Cultural-Cosmopolitan Broadening Index

Total Sample

	V. 196 Importance of Learning More About Literature, Art and Music N=276	V. 204
V. 204 Importance of Meeting New Types of People N=275	0.33	
V. 206 Importance of Developing Better Patterns of Speech N=275	0.14	0.33

Factor Loadings:

V. 196 = 0.60
V. 204 = 0.67
V. 206 = 0.60

TABLE 112

Mean, Standard Deviation, Correlation, and Factor Loadings of Variables Composing Identity Indices

Total Sample

From Question 70:	N	Mean	S.D.
V1010 Self-Searchers Index Range 0-8; 0 = important	273	2.11	1.68
V280 Independence Important	275	2.15	1.08
V283 Self-Discovery Important Range 1-5; 1 = important	274	1.96	0.97
From Question 50:			
V1043 Searching for Identity Range 0-12; 12 = important	275	9.32	2.25
V189 Develop a Philosophy of Life Important	275	3.96	0.99
V198 Understand People Important	275	4.33	0.86
V207 Find Purpose in Life Important Range 1-5; 5 = important	275	4.03	1.16

	1010	280	283	1043	189	198
V280 Independence Important	0.84					
V283 Self-Discovery Important	0.80	0.34				
V1043 Searching for Identity	0.32	0.16	0.38			
V189 Philosophy of Life Important	0.19	0.09	0.25	0.71		
V198 Understand People Important	0.23	0.06	0.33	0.72	0.32	
V207 Find Purpose in Life Important	0.28	0.19	0.29	0.79	0.29	0.37

Positive correlation: the identity variable is important in the college experience

Factor Loadings of "Self-Searchers Index"

V.280 = 0.81
V.283 = 0.67

Factor Loadings of "Searching for Identity Index"

V.189 = 0.55
V.198 = 0.76
V.207 = 0.58

TABLE 113

Formation of "Emotionally Relaxing Relationship" Index

This index was formed from responses to the following two variables concerning Friend 1 only.

Q.41. Now, we'd like to know a little about the things that are important to you in your friendships - the satisfactions you get from them. On this and the next page you'll find a list of the kinds of things that students often mention in talking about what's important in their friendships. We'd like you to go over this list and think of each of the items in terms of the three friends you just selected above.

We'd like you to go down the list, rating each friendship on each item, using the following rating scheme.

Write in 3 if the item is a crucially important aspect of the friendship for you - if it is an essential basis of the friendship.

Write in 2 if the item if a fairly important aspect of the friendship for you - if it is a major basis of the friendship.

Write in 1 if the item is a slightly important aspect of the friendship for you - if it is only a minor basis of the friendship.

Write in 0 if the item is not an important aspect of the friendship for you.

Var. 98. E. My relationship with this friend is easy, relaxing, "comfortable."
Var. 119. L. This friend is just a very likable person.

Statistics for Total Sample

Correlation of Var. 98 and 119: 0.31

Factor loadings: Var. 98: 0.64
Var. 119: 0.82

TABLE 114

Correlation and Factor Loadings of Variables Used to Form the "Black Identity" Index

This index was formed from the following Questionnaire items:

Q. 79 (Variable 348)	Interest in living in an all black dormitory
Q.106 (Variable 393)	Prefer being called "Negro" by other blacks
Q.106 (Variable 394)	Prefer being called "Negro" by whites
Q.106 (Variable 401)	Prefer being called "Brother" by other blacks
Q.108 (Variable 405)	Involvement in Black Student Union

Correlation Matrix
N = 119

	V348	V393	V394	V401
V348	-			
V393	-0.39	-		
V394	-0.31	0.69	-	
V401	0.30	-0.41	-0.34	
V405	0.36	-0.31	-0.34	0.38

All are significant beyond the .01 level

Factor Loadings

V348	-0.56
V393	0.74
V394	0.67
V401	-0.73
V405	-0.55

APPENDIX I

Relationship of Academic Experiences to Students High-Average-Low in Instrumental and Intellectual Orientations

White Random Sample

TABLE 115

Relationship of Academic Experiences to Students Identified as High-Average-Low in Instrumental and Intellectual Orientations

White Random Sample

Q.70. In the life you have led at the University, what experiences have been most important and meaningful to you? Check how important the following experience has been to you in your life at Michigan.

Getting to know faculty, seeing and talking with them outside of class.

	Instrumental				Intellectual			
	N	%	Mean	S.D.	N	%	Mean	S.D.
1. Students high in orientation	23	37	2.30 (more important)	1.02	21	34	2.90 (fairly important)	0.99
2. Students average in orientation	23	37	2.74	0.75	20	33	2.50	0.76
3. Students low in orientation	17	26	2.94 (less important)	0.75	20	33	2.50	0.89
Total	63	100%	2.63	0.88	61	100%	2.64	0.89
	$F(2,60) = 2.954$ ($<$.10)				$F(2,58) = 1.428$ (NS)			

TABLE 115--Continued

Relationship of Academic Experiences to Students Identified as High-Average-Low in Instrumental and Intellectual Orientations

Q.72. We'd like to know something about your reactions to the courses you've taken at Michigan - not only the classroom experience but the books you've read and the other work you've done in connection with the courses. Thinking of all the courses you have had at Michigan, how often would you say you have had each of the following reactions?

I found the courses interesting.

	Instrumental				Intellectual			
	N	%	Mean	S.D.	N	%	Mean	S.D.
1. Students high in orientation	23	37	1.91 (fairly often)	0.73	21	34	2.24	0.83
2. Students average in orientation	23	37	2.17	0.78	20	33	2.10	0.78
3. Students low in orientation	17	26	2.29 (less often)	0.77	20	33	2.10	0.72
Total	63	100%	2.11	0.76	61	100%	2.15	0.77

F(2,60) = 1.352 (NS)

F(2,58) = 0.215 (NS)

I found the courses not only interesting but very exciting and stimulating.

	Instrumental				Intellectual			
	N	%	Mean	S.D.	N	%	Mean	S.D.
1. Students high in orientation	23	37	2.78	0.95	21	34	2.86	0.85
2. Students average in orientation	23	37	2.91	0.79	20	33	2.90	0.79
3. Students low in orientation	17	26	2.76	0.83	20	33	2.85	0.87
Total	63	100%	2.82	0.85	61	100%	2.87	0.83

F(2,60) = 0.189 (NS)

F(2,58) = 0.021 (NS)

423

TABLE 115--Continued

Relationship of Academic Experiences to Students Identified as High-Average-Low in Instrumental and Intellectual Orientations

I found the courses dull.

	Instrumental				Intellectual			
	N	%	Mean	S.D.	N	%	Mean	S.D.
1. Students high in orientation	23	37	2.78	1.00	21	34	2.43 (fairly often)	0.93
2. Students average in orientation	23	37	2.74	0.81	20	33	2.65	0.99
3. Students low in orientation	17	26	2.29	0.77	20	33	2.75 (once in a while)	0.79
Total	63	100%	2.63	0.88	61	100%	2.61	0.90

F(2,60) = 1.782 (NS) F(2.58) = 0.681 (NS)

I was stimulated to do reading or other work beyond the course requirements.

	Instrumental				Intellectual			
	N	%	Mean	S.D.	N	%	Mean	S.D.
1. Students high in orientation	23	37	2.96	0.88	21	34	2.86 (fairly often)	0.79
2. Students average in orientation	23	37	3.26	0.91	20	33	2.95	1.10
3. Students low in orientation	17	36	2.94	0.66	20	33	3.30 (once in a while)	0.57
Total	63	100%	3.06	0.84	61	100%	3.03	0.86

F(2,60) = 1.002 (NS) F(2,58) = 1.54 (NS)

I found the courses challenging me to produce to the limits of my intellectual and creative capacities.

	Instrumental				Intellectual			
	N	%	Mean	S.D.	N	%	Mean	S.D.
1. Students high in orientation	23	37	2.39 (fairly often)	0.99	21	34	3.24 (once in a while)	0.70
2. Students average in orientation	23	37	2.96	0.77	20	33	2.70	1.08
3. Students low in orientation	17	26	3.35	0.70	20	33	2.65 (fairly often)	0.87
Total	63	100%	2.86	0.91	61	100%	2.87	0.92

F(2,60) = 6.662 ($<.01$) F(2,58) = 2.735 ($<.10$)

TABLE 115--Continued

Relationship of Academic Experiences to Students Identified as High-Average-Low in Instrumental and Intellectual Orientations

I felt a real let-down since my expectations of an academic challenge were not fulfilled.

	Instrumental				Intellectual			
	N	%	Mean	S.D.	N	%	Mean	S.D.
1. Students high in orientation	23	37	3.48 (once in a while)	0.79	21	34	3.00 (once in a while)	0.84
2. Students average in orientation	23	37	3.35	0.77	20	33	3.25	0.79
3. Students low in orientation	17	26	2.88 (fairly often)	0.78	20	33	3.55 (rarely)	0.76
Total	63	100%	3.27	0.81	61	100%	3.26	0.81

$F(2,60) = 3.016$ ($<.10$)

$F(2,58) = 2.45$ ($.10$)

425

TABLE 116

Importance of Faculty to Students High-Average-Low in Instrumental and Intellectual Orientations

White Random Sample

Q.70. In the life you have led at the University, what experiences have been most important and meaningful to you? Check how important the following experience has been to you in your life at Michigan.

"Getting to know faculty, seeing and talking with them outside of class."

	Instrumental Orientation				
	N	%	Mean		S.D.
1. High in orientation	23	37	2.96	(fairly important)	1.11
2. Average in orientation	23	37	3.43		1.16
3. Low in orientation	17	26	3.53	(not too important)	1.12
Total	63	100%	3.29		1.14

F(2,60) = 1.567 (NS)

	Intellectual Orientation				
	N	%	Mean		S.D.
1. High in orientation	21	34	3.48	(not too important)	1.33
2. Average in orientation	20	33	3.05	(fairly important)	1.28
3. Low in orientation	20	33	3.40		0.88
Total	61	100%	3.31		1.18

F(2,58) = 0.750 (NS)

APPENDIX J

Tables Related to Chapter VI

TABLE 117

Frequency of Interaction between Respondent and Best Friend
Frequency and Percentage Distribution

Black Opportunity Students

Q.33. Where does your best friend live?

	N	%
1. Lives in my dormitory	41	34
2. Lives in my house or apartment	30	25
3. Lives somewhere else	46	39
4. Non ascertainable	2	2
Total	119	100%

Q.34. Now, thinking of an average week, about how often would you say you get together with your best friend?

	N	%
1. At least once a day	66	55
2. Almost every day	11	9
3. Three or four times a week	13	11
4. Once or twice a week	18	15
5. Once every two or three weeks	6	5
6. Once a month or less frequently	3	3
7. Non ascertainable	2	2
Total	119	100%

Q.36. Have you had any classes with your best friend?

	N	%
1. Yes	52	44
2. No	66	55
3. Non ascertainable	1	1
Total	119	100%

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